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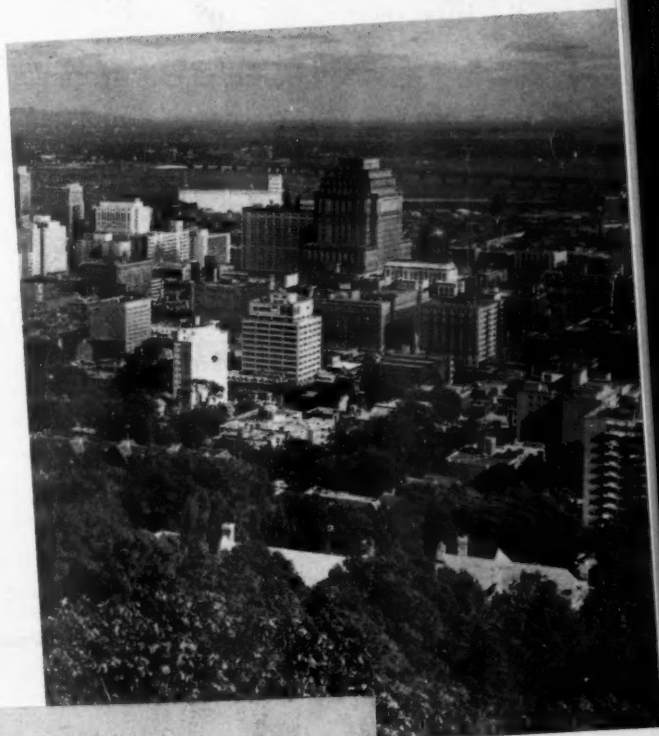
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Vol. 9
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School Libraries

MAY, 1960

Volume 9

Number 4

Official Publication
of the
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of School Librarians
a division of the
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50 E. Huron Street
Chicago 11, Illinois

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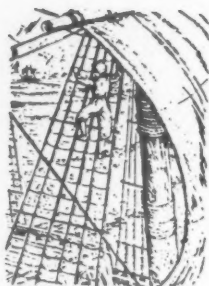
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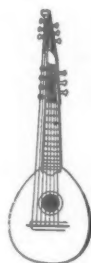
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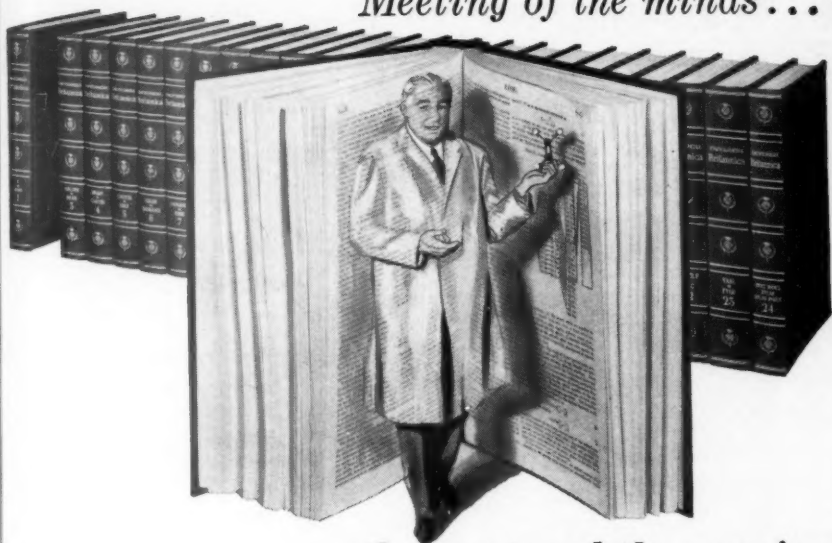
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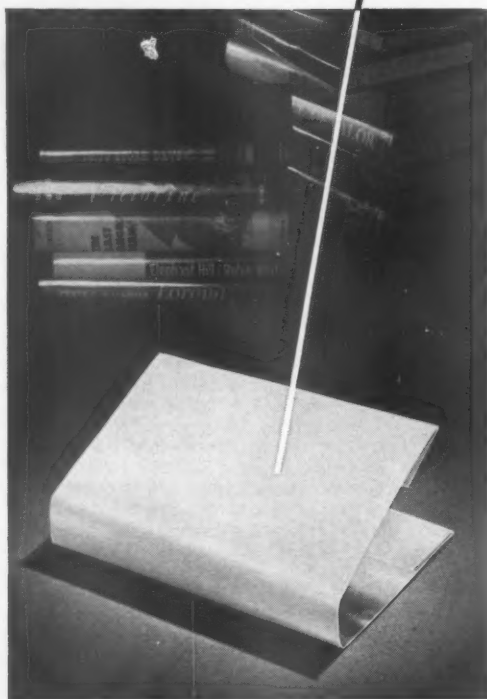
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BEING three-fourths Yankee, I was suspicious of my instantaneous enthusiasm for this new encyclopedia for "young-grade children." Now after thorough examination and enjoyment of the "sixteen accurate, fact-filled volumes, dramatically illustrated with more than 6,000 color pictures," I am even more enthusiastic.

It is, to begin with, very inviting. The thin volumes are as easy to handle as any picture-book. They look young and unformidable.

The straight alphabetical arrangement of material (aardvark to zoos), with plenty of "see" references for further reading, is always a favorite with young children. The articles are written in short sentences and with such clarity that even a difficult subject such as Labor Union or Insurance can be understood. Anecdotes often liven the text and where there is a choice of words the simpler one is used. The

articles are unsigned, but the list of thirty contributors and consultants includes at least two authorities on children's reading, several on children's literature, and scientists, religious leaders and writers for young children.

I think we should not try to compare this work with those other excellent works such as "Compton's Pictured Encyclopedia" or "The World Book Encyclopedia." Its aim is different. Whereas the other works have to cover the whole elementary field, "The Golden Book Encyclopedia" is designed only for the younger grades. There are, naturally, fewer articles and these are much shorter. For instance "Indians" runs only to three pages which is enough for little children. A third grader, using an encyclopedia by himself, becomes involved in too long an article. Furthermore, an encyclopedia is not the end but the beginning of knowledge, and it is expected that children will go on from there to other books on the subject. This set will prepare the young child for the larger, more inclusive one he will need shortly.

PHYLLIS FENNER.

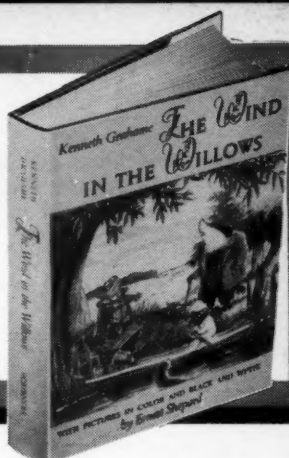
* Phyllis Fenner, AB, BLS, is an author, an editor, and formerly librarian, Manhasset schools, Manhasset, N. Y.

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National Conferences

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NATIONAL CONGRESS OF PARENTS AND TEACHERS

May 23-24, 1960, Philadelphia, Pennsylvania. Anne Voss will observe.

AMERICAN LIBRARY ASSOCIATION AND CANADIAN LIBRARY ASSOCIATION

June 19-24, 1960, Montreal, Canada. Note special school library features in this issue of *School Libraries*.

NATIONAL EDUCATION ASSOCIATION

July 3-8, 1960, Los Angeles, California. Ida Cornwell, local chairman. Author luncheon is being planned. NEA-ALA Joint Committee will present a program under the chairmanship of Mary Gaver.

AUTHOR QUOTES ON SCHOOL LIBRARIES

The words of authors, especially those who have had notable success in communication with their readers, carry great conviction when they touch on the subject of books, libraries, and education. Admiration for an author's writing talents is often translated into confidence in his opinions.

Here are quotes from some of the favorite juvenile authors of our day which may fit effectively into your own special publicity effort or other phase of the Standards Implementation Program.

ELIZABETH GEORGE SPEARE, author of *The Witch of Blackbird Pond*, winner of the 1958 Newbery Medal.

"Books ought to be accessible to children to the point of being taken for granted. There will always be children who walk miles to a public library to carry home their weekly armload. But the average child will discover the fun of reading only by having books nearby, temptingly ready when there is a moment to spare. Libraries ought not to be something remote and occasional, but an everyday part of life, not to be approached with awe and reluctance, but with familiarity and friendliness. And "Let's look it up!" should be a spontaneous adventure, not an irksome assignment. As a former school teacher I know what a treasure house even a small school library can be. The spark of curiosity is an elusive flame, and when a teacher is lucky enough to catch sight of it, a book in the hand can be worth a dozen in the town library."

• • •

ISAAC ASIMOV, author of *Inside the Atom* and science fiction stories popular with teen-agers.

"No school can educate its students properly unless it teaches them also to teach themselves. One of the most valuable tools of self-education is the proper use of a library. A school without a library therefore could scarcely be spoken of as an educational institution; and no school could possibly have a room more important than the one that houses the accumulated wisdom of mankind."



REPORT FROM YOUR

Executive Secretary

ELEANOR E. AHLERS

Now that we have *Standards for School Library Programs* and *A Discussion Guide* in hand, all of us closely concerned with their production are doing our best to help interpret the standards to librarians and educators throughout the country. It is exciting even though we have been almost overwhelmed in the office by requests for materials for distribution at meetings. Mary Gaver, her committee, state standards representatives, and speakers are to be congratulated on the tremendous implementation program planned and executed this spring. The press luncheon in New York April 7 was a delightful affair and we were honored to have the president, past president and president-elect of ALA, as well as the AASL president, on the program.

My February trip to Oregon and Colorado was a pleasant one. Nearly 100 school librarians met for luncheon in Portland to hear about the standards. In Denver approximately 200 were in attendance at the all-day Saturday conference of the Colorado Association of School Librarians, a group only two years old. The standards program was enthusiastically received.

March was a thrilling one for me. I went first to Tacoma, Washington to help celebrate the tenth anniversary of WSSLA, which has grown from a membership of ninety the first year during my presidency to nearly 500, with approximately 400 attending the two-day conference, which included a "Richer By Asia" program, a well-

planned session on the standards, and an address by Frances Clarke Sayers.

Because of the generosity of WSSLA and the special budget for standards "pilot programs," I was able to go on to Honolulu to speak at a meeting of the Hawaii School Library Association and at two sessions of the Hawaii Library Association. The former is newly organized, although there have been official groups of elementary and secondary school librarians there over a period of some years. The standards program was presented at a general session of HLA, with public and school librarians and school principals in attendance. Dr. Robert Leigh, who has been in Hawaii for several months making a survey of all types of libraries, Carolyn Crawford, recently appointed state school library supervisor, and I were the speakers. We were followed by group discussions. At a dinner meeting Dr. Leigh gave his first general report on his survey.

It was a pleasure to visit several schools with Miss Crawford. Most elementary schools in Honolulu have librarians, but in both elementary and secondary schools librarians are responsible for textbooks, with no clerical help whatsoever. Their problems and needs are similar to those on the mainland. The enthusiasm, interest and professional ability are excellent, and it will be interesting to watch their progress during the next few years.

See you in Montreal.

COMMENT ON STANDARDS

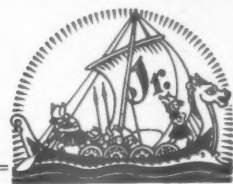
Commenting on the new and definitely higher standards set forth in a new report *Standards For School Library Programs*, Dr. Gertrude Forrester, Head Counselor of West Side High School, Newark, New Jersey emphasized that "the extent to which the young people of today will be creative, informed, and knowledgeable will be shaped by the boundaries of the content of the library resources available within their schools".

Dr. Forrester, who served as a representative of the American Personnel and Guidance Association on the Committee of the American Library Association which revised the standards, feels especially heartened that more materials of a guidance nature will be available to young people if the new standards are achieved.

"If one recommendation alone is followed — that \$4 to \$6 per pupil be spent annually for printed materials in the school library — it will result in the inclusion of comprehensive and up-to-date collections on career planning, occupational trends and college information," she says. Dr. Forrester believes that very few high school or college libraries now possess an adequate collection of career publications.

Commenting on another phase of library work, Dr. Forrester pointed out that an adequate library program is invaluable in giving students guidance in their reading, listening and viewing habits.

"Superior though classroom instruction may be", she said, "only the school library can provide the materials to stimulate the interests, appreciations and curiosities of youth. We must all work to have our libraries meet the rigid standards proposed in the new study."



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President's Message

ESTHER V. BURRIN

Another school year is drawing to a close, with its ambitions, accomplishments, rewards, frustrations, and unfulfilled dreams. As school librarians make plans for the summer ahead, it is hoped that many of them will include the ALA Conference in Montreal as a means of recharging their professional batteries for another school year.

For your president, it has been a most exciting year, full of milestones for AASL. The outstanding milestone of the year has been the publication of the new *Standards for School Library Programs*, with a well planned, dynamic, and forward looking implementation program activated through the superb leadership of Mary Gaver. This has been a tremendous undertaking which has already scored a number of successful ventures. The pilot programs which have been held to date have been quite effective and hold promise for far reaching results. Numerous state associations and local groups have held meetings of various kinds to introduce the new Standards and are planning follow-up activities.

As a part of the implementation a most delightful press luncheon was held at the Biltmore Hotel in New York on April 7, to which over one hundred people were invited. Most of these guests were education editors and writers. Kits of information including a copy of the *Standards for School Library Programs*, the promotional leaflet, the February 1960 issue of the *ALA Bulletin*, and press releases were given to them. There

was also an exhibit of several new pictures of school libraries in action. Those attending showed a keen interest in the improvement of school libraries. AASL was proud to have the president, president-elect, and past president of ALA participating. This was a thrilling event.

Your president had the privilege of speaking on the Standards at the meeting of the Michigan Association of School Librarians at Ann Arbor in March, where 350 school librarians were present. This honor was shared with Robert L. Amsden, a principal from New Jersey, who again drew praise from school librarians with his discussion of the "Significance of the Standards". The entire program showed excellent planning and execution. The pilot project set up in Michigan could serve well as a model pattern for other states.

If school librarians continue to provide the fine leadership and top quality planning to implement the Standards, the results will be better school library programs for boys and girls of this country. The challenge is yours to accept.

Another milestone was reached when the NEA Executive Board voted to recommend departmental status for AASL to the NEA Representative Assembly in July in Los Angeles at its national meeting. This decision followed the presentation of the AASL petition which was so ably made by Dr. Lillian Batchelor and Carolyn Whitenack in Atlantic City on February 14. Again the challenge is yours

to see that in your state action is taken to inform your state and local NEA delegates in order that they may vote intelligently on this issue in July. This should be done in a professional way through the cooperation of the state school library association, the AASL State Assembly representative, and the state education association. The last hurdle is before us. Let us take it with dignity.

One of the high lights of the year was the opportunity to participate as a representative of AASL in the 1960 White House Conference on Children and Youth, held in Washington, D. C., March 27-April 2. Among the 7,600 participants were about forty librarians, in addition to eleven student library assistants. Due to the efforts of ALA, this is the largest groups of librarians that has ever attended one of these conferences which have been held every ten years since 1910. The purpose of the conference was to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity. Attention was focused on concerns that are generally relevant to the current decade.

Following the opening session at which President Eisenhower spoke, there were three days of assemblies, forums, and small work groups with speakers who discussed the topics for the day. The work groups were assigned a topic to explore, discuss, and evolve recommendations that would be presented, synthesized, and voted on at the final forum sessions. These topics dealt chiefly with various phases of health, education, and welfare.

One morning was devoted to group meeting by states. At the final session Dr. Ruth Stout, past president of NEA, gave a superior discussion highlighting the 1,600 recommendations

submitted by the forum groups. Again these recommendations were synthesized and the final recommendations of the conference drafted.

There was a magnificent photographic exhibit depicting young America, and relating to the theme of the conference. In addition, there were educational and technical exhibits. Film showings related to conference subjects were scheduled for two evenings.

The librarians, who were scattered throughout the work groups, met after the conference and reported that they had been able to inject into the discussions comments on the services and needs of librarians of all kinds in relation to the purpose of the conference.

This has been a year of rich experiences which have brought a full realization of the magnitude and effectiveness of AASL activities being carried out by members dedicated to their profession.

NDEA REPRINTS

Reprints of the following articles on NDEA programs are available from the office of the Executive Secretary, American Association of School Librarians, 50 East Huron Street, Chicago 11, Illinois.

"NDEA in Indiana" by Margaret Rufsvold
(*ALA Bulletin*, January 1960)

"North Carolina School Libraries Move Ahead" by Cora Paul Bomar.
(*School Libraries*, March 1960)

School Libraries in the Province of Quebec

The feature articles in this issue present a picture of school libraries in some of the provinces of our neighbor, Canada. It is our hope that these will develop further understandings and background for closer working relationships among the school librarians of our two countries.

by Helene Grenier

As the pattern of organization of school libraries in the Province of Quebec is more diversified than elsewhere in the country, an outline of the service they render is bound to appear rather complex.

Libraries in the French schools may be divided into three categories, those in rural schools, in city schools and in the "colleges classiques".

These three groups of schools differ from each other in educational aim and scope, a condition which, from the point of view of library administration constitutes at once a weakness and an advantage. Lack of uniformity within any one group may indeed preclude a common approach to, and a common solution of library problems, but, in compensation, diversity facilitates solutions that are less standardized and more supple and which therefore are adapted to the varying problems and the diverse needs within a given group.

A recent report furnishes the following figures. In the Province of Quebec, excluding Greater Montreal, there are 4624 school libraries, possessing a total of 1,685,966 volumes. Rural Catholic schools account for a

very great part of both these figures. Protestant schools (again exclusive of Greater Montreal) have libraries containing over 125,000; this group employs three professionally trained librarians; where such are not available teachers are in charge of the school library.

The institutions known as "colleges classiques", which offer students an eight years continuous course (four years of high school and four years of college) culminating in a B.A. or B.Sc. degree, number fifty-four throughout the Province: forty-one for boys and thirteen for girls. Since 1952 their library facilities and services have progressed to the point of transformation. Full time and fully trained librarians have taken over the whole organization and administration of library premises and activities, including architectural rearrangements or renovations to provide attractive and functionally effective installations.

In Greater Montreal, as indeed elsewhere in the Province, public education at both elementary and secondary levels, is the responsibility of two local school boards or commissions, one Catholic, the other Protestant, each having jurisdiction over its own institutions, but both operating in pretty much the same urban or suburban territory.

Helène Grenier is Director of School Libraries, La Commission des Ecoles Catholiques de Montréal, Canada.



Bibliothèque scolaire de l'école secondaire Louise-Trichet, dirigée par les Révérendes Soeurs de la Sagesse. Montréal, Canada

1.—Thus the Protestant School Board of Greater Montreal owns and administers sixteen high schools and seventy-eight elementary schools. There is no fulltime library service in the elementary schools; fourteen librarians serve the sixteen high schools; one librarian serves two schools; and one school has a teacher-librarian. Miss Frances Dumaesq acts as Library Consultant at the Board's library of children's and young people's books, a collection that is used by principals and teachers of the elementary schools. She also visits both the secondary and elementary schools to assist teachers-in-charge of the several local libraries.

2.—The Montreal Catholic School Commission owns and administers some 300 schools, including both ele-

mentary and high schools. Of these 272 have libraries possessing over 429,000 volumes. To serve its school libraries the M.C.S.C. has a highly organized central office which was set up some twenty-one years ago. The central office carries out all technical library work; its present personnel is composed of twelve members, both men and women, of whom five including the Director, are professional librarians. Five sixths of the Catholic Commission's school libraries are in French schools, one sixth in English schools. At present only four school librarians are professionals, elsewhere, teacher-librarians provide library service. As no training in library procedures is, so far, provided in teachers' colleges or by the Depart-

(Continued on Page 43)

School Libraries in Ontario

by Margaret Fraser

School libraries in Ontario owe their beginnings to a few school principals who felt the need of library service in their schools and were able to sell this idea to the local boards of education. Some of these libraries were staffed by enthusiastic teachers with little or no library training, others by experienced public librarians, a few by trained librarians who were also qualified as teachers. Each one worked out her own plans and programme and each library had its own individual personality. This was in the 1920's and early 30's; a good start had been made when the depression postponed further developments.

A document of 1936 is enlightening. A school librarian, unable to get information about other libraries from the Department of Education, sent out a questionnaire to secondary school principals. The answers showed that there were just fourteen trained librarians in Ontario schools; it is not clear how many of these were full time. The highest budget in the province was \$700. This was in a northern town, and worked out to 80¢ per pupil. This school stood almost alone; most budgets were as low as

25¢ or 30¢ per pupil. Many principals in their answers showed an awareness of the need of libraries, but little hope of any immediate progress.

However, during this period there was a small but active professional group, the School and Intermediate Libraries Section of the Ontario Library Association. Two programme meetings were held each year, one at the time of the Easter meeting of the Ontario Library Association. A "Books for Youth" column was conducted in the Ontario Library Review.

Inspector of School Libraries

A committee of this organization worked through the years to establish standards of library service, and to bring to the attention of the Department of Education the value of the library in the school, and the need for a school library supervisor. This much-to-be-desired goal was reached at last in 1954, when the Department of Education appointed Miss Mary Mustard as inspector of school libraries.

A look at the geography of the province will indicate the extent of the inspector's task. If a map of Ontario were superimposed on one of the United States with Toronto placed at New Orleans, the southern part of the province would stretch for over 500 miles along the Gulf of Mexico, and

Margaret Fraser is Librarian, Galt Collegiate Institute and Vocational School, Galt, Ontario, Canada.

then narrow to little over 100 miles at the northern border of Louisiana. Beyond would stretch the great Northland, touching Chicago, Wichita, and almost reaching Minneapolis. The far places of this district are almost uninhabited, but in its lower reaches are many thriving towns and cities that are great distances apart. These distances give rise to problems quite different from those of the cosier counties of Southern Ontario.

The libraries vary as much as the landscape. There are the well-established libraries which have long since been accepted as a necessary part of the school; there are others with teacher-librarians with varying degrees of training; and there are many schools where a dedicated teacher in a few spare periods, or after school hours, is trying to bring books and young people together. The inspector visits as many schools as possible, especially those that have asked for her help. She tries to work out with these people the best and most efficient methods of establishing a limited school library service.

The Department offered its first summer course in School Librarianship in 1955. The Elementary and the Intermediate courses have been given a number of times. A Specialist's course was given in 1958. With the completion of these three summer courses and some further individual work, the Specialist's Certificate in School Librarianship is granted. There are now 29 holding this certificate. There are also 26 with B.L.S. degrees, and 101 others with one or more summer courses.

Current Status

There are many encouraging signs. Ottawa last year appointed a supervisor of intermediate school libraries and established a professional library for teachers. North York has a librar-

ian in each of its secondary schools, and a central office with a supervising librarian who looks after the purchasing and processing of books and the planning of libraries for new schools. Scarborough Township has librarians in all the secondary schools, and a supervisor of elementary school libraries, a display collection of books at headquarters, and staff members who visit their more than 60 elementary schools. All the Teachers Colleges have libraries with qualified staffs. In some of the newer buildings the rooms are large, handsome and well-equipped.

Budgets have come a long way since the pennypinching days of the depression. The Department is recommending \$2 per pupil per year, and \$3 in new schools. Most schools are coming up to this standard.

Quarters are not as satisfactory. Many of the early libraries, set up through local enthusiasm, were planned on more generous lines than the modern ones. The first specifications from the Department were for a library of classroom size. The most recent ones are for a somewhat larger room, and a workroom has been added, but even the new dimensions do not provide for an adequate room. Only a few boards of education have been willing to add space for which no grant is given.

The big problem is one of staff. The lean years are over and the demand exceeds the supply. Some of the oldtimers have retired; others will soon do so. They wonder who will replace them. With the need for both library and teacher's qualifications, the main source for recruitment is the teaching profession. Most of these teachers start with a little library work in the school, feel the need of training, and go to the summer

(Continued on Page 59)

School Libraries in Western Canada

by Dolina MacIver

The American visitor seeing western Canada for the first time may sometimes feel that he has never left home. He finds the place names new and often intriguing; but the architecture, the stores—apart from the speciality shops, the decor in the hotels, the menus in the restaurants, even the prevailing preoccupation with material standards of living, are only too familiar. It could hardly be otherwise. Ours is a continent with a north-south axis, and our political and social institutions prove that despite a revolution we are indeed “children of a common mother.” Yet as the tourist meets Canadians he becomes aware of a distinctive Canadian outlook and temperament, of distinctive Canadian problems.

School Library Similarities

So it would be with the American school librarian visiting her Canadian counterpart. In Canada as in the United States the province or state has control of education. In both countries geographic and economic conditions cause variation in the pattern of school library service from province to province or state to state. The educational revolution of the twenties and

thirties, originating in the United States and radiating its influence across the border, created the need and opportunity for the modern centralized school library. The names of Mary Peacock Douglas and Lucile Fargo, of the Deweys—both Melvil and John, are as familiar to us as to you. Our reliance on the H. W. Wilson company is equally great.

A basic feature of Canadian school libraries is the universal insistence that the school librarian must first be a qualified teacher. The Canadian school librarian without some experience as a classroom teacher is unusual. He is a teacher with specialist qualifications, and these qualifications are ideally the degree in library science. The strength of this system is that he is accepted unreservedly as a full-fledged member of the educational team and co-operation between librarian and staff is a natural outgrowth. To the job of bringing “the right book to the right child at the right time” he brings the knowledge and skills of two professions and in assessing the student he turns with freedom and understanding to the cumulative records of the school. The weakness of this requirement is that only a few are willing to spend time and money training for two professions. Western Canadian librarians see the development of majors in li-

Dolina MacIver is librarian at the Barnaby North High School, Barnaby, British Columbia, Canada.

brarianship within the faculties of education at the universities as practical solution to this dilemma. The University of British Columbia has offered this major for about two years, the University of Saskatchewan plans to initiate it.

The problem of finding trained personnel has undoubtedly impeded school library development in western Canada. Although there is hope for the establishment of a School of Library Science at the University of British Columbia, there is at present none in western Canada. An astonishing fact, perhaps, but not so astounding when one realizes that the four and a half million people of the western provinces — British Columbia, Alberta, Saskatchewan, and Manitoba — occupy an area of over a million and a quarter square miles. British Columbia with its population of only one and a half million is bigger than Texas. Under these circumstances it has been difficult to develop within the school systems the professionally trained personnel necessary to crystallize and interpret objectives and demonstrate good library service. But according to Toynbee real progress comes from response to the challenge of a not too favorable environment. So we hope it is with us.

Status in Individual Provinces

In each province there are enthusiastic groups of teacher-librarians alert to use the opportunities provided by the present ferment in the educational world to stress the need for school library development. Royal commissions on education are sitting or have just concluded their sessions in British Columbia, Alberta and Manitoba. Perhaps the term "royal commission" requires explanation. It is the ancient British method of taking a controversial issue out of the realm of politics. A government ap-

pointed board of experts — men of sufficient stature and known integrity to enlist public confidence — moves about the country holding public hearings. Interested groups or individuals present their views. Recommendations of a royal commission, though not binding on the government, carry great weight. There are grounds for optimism, therefore, in the recently released report of the Royal Commission on Education, Alberta.

The commissioners commented that "twenty percent of the individuals and organizations submitting briefs (44 in all) made representations regarding library policies." They took cognizance of the argument that providing central libraries staffed by trained librarians would divert teachers from classrooms at a time of shortage but felt this risk would have to be taken; "since the classroom instruction and library practice complement each other in providing suitable education, the need is urgent." Sweet words in a librarian's ears!

Among other recommendations were the following: that plans for new schools provide for central library rooms; that teachers receive instruction in the use of libraries during their institute library science courses for teacher training programme; that the government consider the advisability of asking the University of Alberta to teacher-librarians; that the desirability of a provincial servicing centre be investigated; and that the Department of Education provide specialist library supervision and advice for public schools. From the suggested remedies one can deduce the shortcomings of school library service in Alberta.

Manitoba, like Alberta, has suffered from over-emphasis on the classroom library and insufficient provision for

library training. As in the other provinces, senior and junior high schools and large elementary schools in the cities do have central libraries; but too often, in the elementary school especially, the library is a burden superimposed on the classroom teacher. But Manitoba has its royal commission too and hopes for a better future.

Saskatchewan demonstrates the impetus that a library specialist in the department of education can give to school library development. Through field trips, speeches, in-service training programmes, Lyle Evans, Saskatchewan's dynamic supervisor, has worked tirelessly to give teachers, administrators, boards, a vision of what good library service can mean. Improvement has been both qualitative and quantitative. There has been considerable progress towards the centralized school library with a full-time librarian. In a province predominantly agricultural, the larger school unit has aided this development. Even small rural schools have centralized service to a degree through the school unit central library.

British Columbia has perhaps been the most fortunate province. A new programme of studies in 1936 emphasized the role of the library and advocated scheduling of classes to it from grades III to XII. Classes in school librarianship were begun at the Summer School in Victoria and a specialist certificate awarded after fifteen units of credit.

In Vancouver all schools have a central library with a librarian. Each elementary school has its own basic collection which is supplemented by books from a pool. This pool is located in the public library and is run by the Head of the Schools Department, a school board employee. Ordering and cataloguing for all books is done by the public library; A com-

mittee consisting of the Inspector of Elementary Schools, the Head of the Schools Department, the Co-ordinator of Boys and Girls Work at the public library and four teacher-librarians serving two years is responsible for book selection. All costs are borne by the school board except those pertaining to physical quarters. High schools function independently but have the benefit of this centralized ordering and cataloguing.

There are many good school librarians in British Columbia; but away from the more populated areas we have, in the words of a former superintendent of libraries, Mr. C. K. Morison, "the best and the worst". As in other provinces there has been too much dependence on regional libraries, and regional librarians themselves are beginning to wonder whether in shortchanging their adult patrons to service schools they have been encouraging school boards to evade their responsibilities. British Columbia school librarians themselves feel their greatest need is a provincial "co-ordinator" — to use a word they feel more suggestive of the position's true nature than "supervisor."

As teachers, Canadian school librarians belong to provincial teacher federations within which they often have strong library groups. For various reasons they are sometimes not sufficiently represented in the provincial library associations. But both groups recognize their community of interest and are planning for greater programs to extend school library service throughout Western Canada.

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Studies cited in Current Research column are not available from the AASL office.

International Working Relationships for School Librarians

by Lyle Evans

On first thought there may not seem to be many activities or projects that the American Association of School Librarians and the Young People's Section of the Canadian Library Association are carrying out to develop international working relationships. A more careful consideration, however, reveals that there is a considerable number of such undertakings.

This international co-operation has been made possible to a great extent by the AASL constitution. In 1946, the Canadian Library Council met in Hamilton, Ontario. The first Canadian Library Association Conference was held in 1947 in Vancouver. At that time there was a Young People's Interest Group which had no constitution and little official status. One of the very interested visitors and participants was Miss Rheta Clark, Consultant for School Libraries in the Connecticut State Department of Education. Later, when the AASL was formed as a separate division of the ALA, Miss Clark was a member of

the constitution committee. The constitution provided for a Canadian representative on the State Assembly to be appointed by the President of AASL. The constitution divided the United States and Canada into eight regions with a member representing each region on the Board of Directors. This meant that a Canadian could be elected to represent a region on the Board. It was also possible for a Canadian representing AASL to be elected to the ALA Council.

The first member to represent YPS on the State Assembly of AASL was Miss Janette McKee, a secondary school librarian in Toronto. Miss McKee attended several ALA annual conferences and gave comprehensive and enthusiastic reports to the YPS at its annual meetings. In 1954, I was elected to the ALA Council for a four year term and appointed by the AASL President to the State Assembly. I was reappointed to the State Assembly each year for three years because I was a member of the Council for that length of time and because it is often difficult for Canadian school librarians to get leave-of-absence from their boards to attend conferences in the United States. In 1958, I was elected to the Board of Directors to represent Region 5, which includes Colorado, Kansas, Nebraska, North Dakota, South Dakota, Utah, Wyo-

Lyle Evans is Provincial Supervisor of School Libraries, Department of Education, Province of Saskatchewan, Regina, Saskatchewan, Canada.

ming, Alberta, Saskatchewan, and Manitoba. My term of office expires at the joint conference in Montreal in June. This year Miss Catharine MacKenzie, Librarian of Westmount Junior High School, was elected to the Board of Directors to represent Region 1.

The ALA Council is the governing body of the Association and all powers of the Association not otherwise provided for in the Constitution and By-Laws are vested in the Council. Four years on the Council gives a member a very good over-all picture of the work of the Library Association as well as a comprehensive picture of major developments, programs and legislation from the national point of view. When I was first elected to the Council, councilors did not meet with the Board of Directors of AASL and met only for an informal briefing with the executive. For the last few years councilors, though non-voting, have been meeting with the Board and hence getting a good picture of the program and activities of the AASL; thus they have been able to represent the AASL more effectively on the Council.

The State Assembly was set up by the constitution as the "grass roots" of AASL, but because of poor communication between the Board, the Councilors and the Assembly, it has not functioned as well as it should have. Over the years the many problems which have prevented the State Assembly from functioning adequately have gradually been ironed out.

AASL Board Relationships Valuable

While the experience on Council and the State Assembly is very worthwhile, it seems to me that my most valuable experience has been on the Board of Directors. The Board has appointed twenty-five active and hard-working committees. Their

study, research and recommendations provide information and indicate lines of activity to achieve the most important of the objectives of the association, namely, to improve and extend school library service. Since this is one of the objectives of the YPS the experience of working with these committees is invaluable. One of the largest committees was the standards committee co-chaired by Frances Henne and Ruth Ersted. After five years of intensive work the new standards for school libraries were published in March. Since a standards committee of YPS has been appointed to set up standards for Canadian school libraries and since a number of the provinces are also working on standards for the individual provinces, my experience in working with the committee may be helpful in our Canadian situations.

Although the AASL constitution made such generous Canadian representation possible, the YPS constitution does not provide for the inclusion of American representatives. However, an arrangement has been made between the two associations for reciprocal membership. As I understand it, any American school librarian could become a member of YPS by joining the CLA and signifying which division he or she wishes to join just as it is possible for any Canadian librarian to join the ALA and any specified divisions of it.

So far, very few, if any, American librarians have joined the YPS of the CLA. But this does not mean that there has been no working relationship. On the contrary, many outstanding American librarians have taken active parts in school library workshops. One of the first participants was Margaret Scoggin, then head of the Nathan Strauss Branch of the New York Public Library, who

addressed a general session of the CLA and also spoke to the YPS. In 1947, Amelia Munson, Director of the School Work Department, New York Public Library was guest director of a school library workshop. Other outstanding school librarians who have acted as guest directors of school library workshops have been Rachael DeAngelo, Ruth Ersted, Mary Gaver, and Nancy Jane Day.

Exchange of Ideas and Materials

Another way in which there is a good working relationship between school librarians in Canada and the United States is through the exchange of materials. Although the AASL with its much larger membership and greater resources produces many more printed materials, the CLA has a modest but growing list of publications from YPS. For example, the proceedings of all the above workshops are available. The Executive Secretary of the AASL has recently compiled a list of publications available from her office or from the Publishing Department of the ALA. Many of these materials are free and the rest are inexpensive.

The State School Library Supervisors' Association has met intermittently at both the midwinter meetings and the annual conferences of the ALA. Since they are not a division or branch of the ALA, it is sometimes difficult to schedule meetings at these conferences. As a member of this group, I have been privileged to attend two excellent workshops both held in the U.S. Office of Education. The State Supervisors have an understanding that all material, of state and provincial interest, produced by their divisions, will be exchanged.

The International Relations Committee of AASL, chaired by Nancy Jane Day, has been trying to work out through the NEA and the CEA,

the exchange of Canadian and American school librarians. Although there are some difficulties in working out these exchanges, they will, no doubt, be overcome in time and will prove to be one more way of developing international working relations.

Reports on awards and scholarships indicate a gratifying number available for the training of school librarians for the coming year. Within the past two years, some of these scholarships and awards have been extended to include Canadian applicants.

For the past two years, the United States and Canada have been observing National Library Week and Canadian Library Week simultaneously. Although these observances have been promoted to a great extent by American and Canadian publishers, all divisions of the ALA and the CLA are co-operating to get national coverage and to stimulate an interest in libraries.

Both the ALA, CLA, and UNESCO have a common objective in trying to further mutual cultural understanding between Occident and Orient. The Asia Project is a project which was developed by YASD of the ALA to help attain this objective. This project has the support of many divisions of the ALA and the CLA and is being promoted in both countries.

Four ALA conferences have been held in Canada—in Montreal in 1900 and 1934; in Ottawa in 1912, and in Toronto in 1928. This year the joint conference of the ALA and the CLA is being held in Montreal. All divisions are working with their counterparts in the other association to plan interesting programs, and this promises to be one of the finest annual conferences to date for both associations.

In describing some of the international working relationships, I have
(Continued on Page 59)

S O S to the Membership

by *Lillian L. Batchelor, Chairman*
NEA Affiliation Committee

When NEA convenes at Los Angeles in July, 1960, AASL will learn whether or not school librarians are to receive departmental status in NEA. At that time, a three year campaign will come to an end when AASL's petition is voted upon by the Representative Assembly of NEA. I need not tell you how important it is that this decision be a favorable one. To insure this, AASL is calling upon state and local associations of school librarians all over the country to take on a tremendous responsibility—to win friends and influence NEA delegates to vote favorably! The success or failure of all our efforts may well depend on YOU, the "grass roots" librarians, and the degree of support you can whip up for affiliation between now and July. This, then, is virtually a "call to action" from AASL's NEA Affiliation Committee. We are relying on YOU to pitch in and help—to inform, interpret and convince the many members of the NEA Representative Assembly that AASL *should* become a department of NEA.

Plan for Action

Just how can you accomplish this? The AASL committee proposes a plan that is simple and effective—merely to approach each and every delegate. Yes, it is simple but still requires

thought, tact, and considerable energy. You realize that every delegate and director has a "grass roots" background like your own; each is an influential educator on the local scene; all are well known to the school librarians, supervisors and library science teachers of the area. This is YOUR job, then, to identify the NEA leaders and to reach them in the most professional and gracious way possible. We do not want to deluge any of them with a flood of form letters or delegations of librarians. We need their sympathetic understanding and support, but must not be overzealous in the process!

It is an easy matter to obtain the names of directors; they are listed according to states in the NEA *Handbook* and in the publication of your state education association. It will take some spade work to find out which representatives have worked with school librarians and to select the best "contact." It would be wise to keep a checklist so that no delegate is "over"-visited; one or two contacts should be sufficient. We want to avoid pressuring; super-salesmanship is definitely not recommended. What we need is a good job of public relations. If we do it well, the whole project will reflect credit on AASL and will be of genuine and permanent value.

Development of Affiliation Plan

AASL's NEA Affiliation Committee has tried to keep school librarians informed regarding each successive step in the campaign since 1957. Up until now, very little could be done locally for activity had to be concentrated at the national level. You will remember that the proposal for NEA Affiliation was submitted to AASL's membership for a mail vote. The result was overwhelmingly in favor of joint affiliation. In January 1959, we presented the proposal to the Executive Board of ALA which gave its approval as did ALA Council the following June. In May 1959, a petition was forwarded to NEA, in accordance with their regulation, and subsequently NEA's President announced that "action will be taken one year from now on the recommendation of the Board of Directors".

In October 1959, we ran into an unforeseen difficulty. The NEA Board raised objections to one part of AASL's statement which read: "That, while it is assumed that members of AASL will also be members of NEA, this regulation would not be enforced; that AASL would, however, urge its members to become members of NEA". AASL was in a dilemma. Being a division of ALA, we were bound by its constitution. We sought assistance from ALA's Committee on Constitution and By-laws and were advised that no division could stipulate that its members should also be members of another organization. We reported this impasse to the NEA Board, and were invited to appear before that body.

On February 14, 1960 in Atlantic City, the NEA Board reviewed our statement including the revised draft of the "membership" clause which had been re-written thus: "All members of AASL will be urged to be

members of NEA and AASL will campaign actively to that end". Shortly after the meeting we learned from Dr. Carr, Executive Secretary of NEA, that the Board had . . . "voted to recommend the American Association of School Librarians to the Representative Assembly for departmental status."

This is where we are at the moment. AASL stands on the verge of the final step toward affiliation with NEA — and the next few weeks will tell the story. Each new step brought unique problems but we have managed to surmount all obstacles thus far. This last one is undoubtedly the most difficult and critical since everything hangs on the Representative Assembly's action at Los Angeles.

Can we get its approval? We feel that we can but only if YOU meet the challenge locally. AASL's Board and NEA Affiliation Committee have done all that can be done nationally. It rests now with YOU. Mimeographed material about affiliation is available from the AASL office.

U.S.O.E. STUDIES SCHOOL LIBRARY BUDGETS

A publication on preparing school library budgets will be developed this Spring by Elvajean Hall working as a consultant with Mary Helen Mahar, School and Children's Library Specialist, Library Services Branch, U. S. Office of Education. It would be greatly appreciated if school library supervisors and school librarians who have material or bulletins on this subject would provide copies for study. Please send material as soon as possible to: Miss Elvajean Hall, Division of Instruction, Newton Public Schools, 88 Chestnut Street, West Newton 65, Massachusetts.



Education editors and writers discuss the new school library standards at the Press Luncheon. Seated left to right: Joanna Foster, Children's Book Council; Dan O'Keefe, Reader's Digest; Barbara Nolen, Free lance writer, Washington, D. C.; Emerson Greenaway, Free Public Library, Philadelphia; Rachael DeAngelo, Queens College. Standing: Arnold Bloom, Overview Magazine; John K. Logemann, Reader's Digest.

PRESS LUNCHEON LAUNCHES SCHOOL LIBRARY STANDARDS

Members of the consumer, education and library press were guests of the AASL at a gala Press Luncheon in the Biltmore Hotel, New York City, April 7th. The event, staged with the assistance of the National Book Committee, heralded the publication of *Standards for School Library Programs*. Benjamin E. Powell, ALA president, presided. About fifty representatives from many periodical publishing houses were present.

The speakers were introduced by Mary V. Gaver, chairman of the Standards Implementation Committee. Eleanor Ahlers, AASL Executive Secretary, effectively presented the background for the standards — need and preparation. She emphasized the enthusiasm with which the new stand-

ards are being greeted around the country.

Leo Rosten, special editorial advisor, *Look* magazine, stressed the importance of school libraries in developing informed and serious minded citizens. "Through books," he said, "children and young people meet the best things of which the human race has been capable." A combination of good teaching and good books can help to improve today's educational program. It will change the current concept of holding the intellectual in contempt; it will develop a respect for curiosity. "Through books we can acquaint kids with the meaning of an idea and we shall have less ignorance and less barbarism in the world."

Mason W. Gross, president, Rutgers University, pointed to the parents' stake in good school libraries. Parents must not consider books a luxury.

School is "a place to go because you want to read and faculty members should persuade students to like books, to enjoy reading." This is a systematic part of a child's education. School libraries help "make reading a warm friendly thing."

Emerson Greenway, past president of ALA, reviewed the ways in which these standards may have significance for the entire library profession. He congratulated AASL on its clear, courageous contribution—for the results of these standards will set library goals for adults as well as children.

The standard by John H. Fischer, Dean, Teachers College, Columbia University, is one of such special significance to the school librarian, administrator and teacher-educator that it is given here in its entirety.

"The new statement of *Standards for School Library Programs* is a

pleasant contrast to so many of the recent effusions on education. It is neither indignant, inflammatory, nor inane—merely intelligent, informed, and altogether competent. Possibly the most remarkable thing about it is that it turned out so well despite the assistance of thirty-three committee members, nineteen consultants, six officers, eight directors, five councilors and uncounted numbers of teachers, administrators and librarians. Obviously somebody was able to wade through a mass of material, find what was good, catalog it, and make it available for easy use. This had to be a librarian.

School people are going to welcome this report for many reasons, of which I can immediately identify three.

First, the statement is timely. It arrives just when school people need help in restating educational purposes

Discussing "why school libraries are essential" (left to right) Mary V. Gaver, chairman AASL Standards Implementation Committee; Mason W. Gross, President, Rutgers, the State University of New Jersey; John H. Fischer, Dean, Teachers College, Columbia University; Leo Rosten, Special Editorial Adviser, Look magazine.



and redirecting school programs. For some time we have been insisting that the curriculum be designed to meet the individual needs of children. With equal conviction, but for a longer time, we've been saying that the school should be concerned with the needs of society. Both of these objectives have been stated so frequently and in so many forms that despite their widely recognized validity, they are often dismissed as mere clichés. Now, however, we are recognizing that while individual needs and social needs are always the central concerns of any good school, they can be dealt with most effectively only in the company of another concern — the nature of organized knowledge.

If the school is to be more than merely a healthful and pleasant place for children to live, it must offer them means and incentives to learn from sources beyond their own direct experiences.

To do this for children, we must introduce them systematically and deliberately to the accumulated experiences of others who have learned and have recorded what they came to know. We must teach them better than we do now how to get at what others have discovered, and so expand and deepen their own understanding of the ways of knowing. As teachers become increasingly aware of this aspect of the educative process, they inevitably turn to their school libraries and librarians for help, for nowhere can we stimulate the appetite for knowledge better or feed it more satisfyingly than in the library. Your report could not have been issued at a more strategic moment.

In the second place, your report is comprehensive. It deals expertly and thoroughly with the questions school people are asking about library serv-

ices, but unlike the little girl's book about penguins, it tells them no more than they want to know. Frankly, as I read it, I tried to think of problems that a superintendent or a principal might face and tested the report on a number of them. In each case I found that my question had been anticipated and a reasonable reply given. Whether one is troubled by the problems of a large school, a poor one, a new or an old one, relevant information and — what is equally important — encouraging advice are here for the taking.

Third among the reasons your report will be well received is its forward looking concreteness. Your proposals are specific, but never rigid. And best of all, they make sense. You have not hesitated to state clearly what you consider to be sound standards, even though in many instances they go well beyond the present average practice. This alone would set your report admirably apart from the depressing depositories of distribution tables that are often called guides, although they do no more than average out current errors. Quite wisely you have emphasized what ought to be rather than what is and so have made this document an instrument of leadership.

I predict that it will be read widely and gratefully and that it will be a strong influence for better school libraries throughout the country."

Special thanks from AASL is due to Virginia Mathews, American Book Publishers Council, and Margaret Dudley, National Book Committee, co-chairmen of the luncheon; to Eleanor Ahlers and Mary Gaver for conceiving this exciting implementation boost; and to Frances Henne and Ruth Ersted, the tireless co-editors of the new national school library standards.



Key speakers and key planners for Michigan's pilot project. Seated left to right, Eugenia Schmitz, MASL President, Esther Burrin; standing, Charlotte Coyle, Chairman of the Implementation Committee, Robert Amsden.

MICHIGAN'S PILOT PROJECT IN ORBIT

The "pilot project" for the implementation of school library standards in Michigan received a tremendous send-off on March 19th in Ann Arbor. Over 350 librarians and educators gathered to hear Esther Burrin, AASL President, and Robert Amsden, Principal, Columbia High School, Maplewood, New Jersey, keynote speakers at the annual meeting of the Michigan Association of School Librarians. The noon luncheon, which followed, programmed buzz sessions at the tables and a panel discussion for questions from the floor. Eighty-seven MASL

members participated in the overall program. It is hoped that a similar enthusiastic reception of the standards and immediate planning for local projects of implementation is being duplicated all around the country.

Mr. Amsden's "expectations" were deemed significant enough to be shared here with all school librarians and school administrators.

What the Principal Expects of the Librarian

1. A warm interest in all students and teachers; a welcoming atmosphere in the library.

2. A teacher at heart; one who knows all departments, their weaknesses and strengths; skillful in the use of resources to help teachers reach their best potential.

3. Efficiently organized library with materials easily accessible. (N.B. It is appropriate to spend money on appearance.)

4. Strong leadership in guiding the administrators *re* schedule, space and budget.

5. Suitable arrangements for library instruction for both students and teachers; development of investigative skills.

6. Time spent with teachers to learn how to relate teaching and the library.

7. An unofficial but active guidance counselor.

8. A "heart of the school" program.

What the Librarian Expects of the Principal

1. An administrator interested in the library; aware of its role in the school program.

2. Assistance in decreasing the lag in teaching effectiveness.

3. No study-hall libraries or non-library activities scheduled in library.

4. Budget, time and personnel for before and after school service, visits in the classrooms, etc.

5. Sufficient clerical help.

6. Library space and equipment to exceed minimum standards.

7. Status equivalent to department heads.

Part of the working group of school librarians, administrators and interested friends who are planning standards implementation for Michigan schools.



SUMMER WORKSHOPS FOR SCHOOL LIBRARIANS

Several universities and colleges are planning workshops for this summer which will be of particular interest to the school librarian. The Department of Library Science, University of Michigan, will hold a workshop on "Centralized and Coordinated School Library Services", August 1-12, 1960. This will cover elementary and secondary school library services, standards, community support, etc. Leaders are Miss Irene Hayner, University of Michigan, Miss Olivia Way, School Librarian, Ridgewood, N. J., and Mr. Kenneth Vance, University of Michigan.

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Western Michigan University's Department of Librarianship workshop will be on "Elementary School Libraries", July 10-23, 1960. This program may be taken for graduate credit if desired. The emphasis is on the development of the elementary school library and will include such areas as program planning, system-wide development, variety of materials, and standards. Dr. Alice Brooks McGuire, Casis School, Austin, Texas, will direct the workshop, assisted by Dr. Jean E. Lowrie of the Western Michigan faculty.

• • •

Immaculate Heart College, Graduate Department of Library Science, Los Angeles, California, is sponsoring an institute on "Reading Guidance for the Gifted", July 18-29 (afternoons only). This will be directed by Dr. Lillian L. Batchelor, Supervisor of Secondary School Libraries, Philadelphia, Penn. Outstanding educators and librarians in the Los Angeles area

will be available as speakers and consultants. This will carry two hours credit.

• • •

A workshop "Administration of School Libraries and Materials Centers" is planned for June 27-July 15 on the campus of Purdue University. Miss Viola James, Director, School Library Services, Des Moines, Iowa, will conduct the workshop. The program will carry three hours of credit. Guest lecturers will include Mrs. Georgia Cole, Indiana Department of Public Instruction and Professor Leila Doyle, Librarian and Audio-visual Coordinator, Froebel School, Gary. Miss Carolyn Whitenack, School of Education, is planning the summer school schedule.

• • •

Kansas State Teachers College, Emporia, announces a workshop on "School Librarianship" with Mrs. Mary Peacock Douglas, School Library Supervisor, Raleigh, North Carolina, as consultant. Two hours graduate credit may be acquired. Mrs. Inez King Cox, Associate Professor, Library Science Department, is in charge of the program.

• • •

George Peabody College For Teachers, Nashville, Tennessee, will include a demonstration workshop "Individualized Instruction Through Mechanical Aids" as part of its summer school program, July 18-29. The use of educational television, programming materials for use in individual tutoring devices, individual programs in reading and language arts will be among the topics of study. Four quarter hours graduate credit may be obtained.

RECENT PUBLICATIONS CONTRIBUTING TO RECRUITMENT

A bibliography compiled by the Committee on Professional Status and Growth of AASL.

ALA Bulletin 49:53-62. February, 1955. Most of this issue is devoted to a symposium on the effectiveness of school libraries by school librarians, teachers, and school administrators. Clearly demonstrates the place of the library in the school and the librarian's many-faceted role as teacher, administrator, and counselor.

Ahlers, Eleanor E. "Shape of Things To Come, a Symposium: the School Library of the Future." *Illinois Libraries*, 40:730-33. November, 1958. In which the Executive Secretary of the American Association of School Librarians envisions school libraries of the future with inviting quarters, highly trained librarians, clerical help, and adequate budgets which will insure excellent instructional materials.

Dane, Chase "More than Just a Librarian." *Wilson Library Bulletin*, 29:240. November 1954. Inspirational musings on the school librarian as unofficial guidance counselor, teacher of remedial reading, curriculum planner, and teacher of almost every subject.

Henne, Frances. "Training Elementary School Librarians." *Library Journal*, 8:2980-2982. *Junior Libraries*, 12-14. December 15, 1956. A discussion of the why of the content of professional training for elementary school librarians.

Miller, Shirley. "The School Librarian and the Spice of Life." *Wilson Library Bulletin*, 32:137-38. Octo-

ber, 1957. A light-hearted explanation of the responsibilities of a school librarian as a reading expert, psychologist, business executive, guidance counselor, artist, and interior decorator.

Peters, Ruth E. "Fun in the Library Or You Can't Win All the Time." *Wilson Library Bulletin*, 30:632. April, 1956. Gay anecdotes about experiences in an elementary school library.

Pierman, Dorothy. "Smile??" *Wilson Library Bulletin*, 33:233. November, 1958. "Librarians, at least in high school, have all the fun." Why high school librarians smile from amusement, satisfaction, and companionship.

Rogers, Virgil M. "Personnel and Services of the School Library." *Wilson Library Bulletin*, 29:228. November, 1954. Excellent, readable article embodying in a nutshell the philosophy of the school library as the "vital hub of the instructional program" and the role of the librarian as the "key person in the improvement of teaching." Author is the Dean of the School of Education of Syracuse University.

Schaupp, R. F. "Your Chances Are Good at Eastern Illinois University." *Illinois Libraries*, 40:195-6. March, 1958. In the Recruitment Issue of this library bulletin various library schools describe their programs. In this article Eastern Illinois University points up salaries, and tremendous job opportunities. School librarianship is accented and training for it at Eastern described.

School and College Librarianship As a Career. Chicago, Institute for Research, 1955. 24p. A career pamphlet which includes qualifica-

tions, training, opportunities, advantages, disadvantages, etc. More space devoted to college than to elementary and high school libraries. Five illustrations.

Speer, Eunice H. "The Library in Today's School." *Illinois Libraries*, 41:158-61. March, 1959. The philosophy of modern school librarianship in which the school library is discussed as a teaching agency, a guidance agency, a service agency, a materials center, an information center, a recreational center, and a curriculum enrichment center.

Welch, Eleanor W. "School Librarians Are Teachers." *Illinois Libraries*, 40:197-8. March, 1958. A capsule description of a school librarian and the training offered for the profession in Illinois State Normal University.

Willis, Benjamin C. "School Librarian: Coordinator." *ALA Bulletin*, 51:92. February, 1957. Author contends that "the librarian is in a unique position to coordinate the total reading program of the school." He discusses the librarian's role in vitalizing and implementing the curriculum, in coordinating experimental instructional programs, in serving extra-curricular activities, and in making the library a materials center. A good recruiting article from the philosophical aspect. Does not point up salaries, demand, or satisfaction of the job.

Almost all library schools publish recruiting leaflets on the profession in general. The following leaflet from ALA is specifically on school librarianship as a career.

A Rewarding Career Is Waiting for You. It's In School Librarianship. Chicago, American Library Association, n. d.

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Current Research

A new study sponsored by the Department of Classroom Teachers, *Conditions of Work for Quality Teaching* (1), is another in the growing list of publications being issued by the National Education Association which give attention to the needs and concerns of school librarians along with those of other school personnel. Based on a survey of the pertinent professional literature, a file of nearly one thousand policy handbooks collected from school systems throughout the United States (of which a summary is to be published separately), and on a questionnaire sent out to every 100th member of the NEA, the study presents findings determined by professional opinion and by the principles stated in the literature. Its aim is to state general principles which should guide boards and administrators in providing conditions of work conducive to good teaching.

This study has significance for school librarians from two points of view. In the first place, the bar graphs used to visualize many of the findings and of which there are about twenty throughout the book, include "librarian-counselors" in nearly every case as one of the groups whose opinions is reported. Thus, the school librarian is identified as one of the school specialists whose opinion is important in this study and whose

conditions of work need to be formalized by statements of principle, along with those for principals and classroom teachers. In the second place, in many instances throughout the publication the conditions of work considered important by classroom teachers, principals, and of course school librarians relate directly to the provision of materials of instruction in the school — and thus to the function of the school library.

Among specific aspects treated in this publication, school librarians will find much relating to the standards for their own working conditions. Sections relating to staff size, the work week, the daily schedule, unassigned time during the school day, and assignment of out-of-class duties, all are treated in terms of pertinence to the work of school librarians as well as to that of classroom teachers.

Of particular interest to school librarians will be sections 12 and 13, relating to assignment of exceptional students and supply of resource material for instruction. In this latter section, school librarians will be particularly gratified to note that "16.1 percent of the elementary-school teachers thought that the supply of teaching materials and equipment was unsatisfactory, with 19 percent of secondary teachers indicating a similar belief." (p. 60) Again, "scholarship benefits greatly if there are adequate libraries and qualified librarians." (p. 65) And finally, "the self-contained classroom . . . should contain a variety of supplies for music, art, science, and number experiences plus a good revolving library which will include children's magazines and newspapers . . . Time and enthusiasm are both lost if there must be extensive borrowing back and forth of essential learning materials. Whether a self-contained classroom or another

arrangement is sought, any plan of operation should contemplate a high standard of adequacy of instructional materials and equipment. These are needed if teachers are to be able to promote high quality education." (p. 67).

The selections quoted above made it quite evident that the principles promulgated in this publication are not stated in specific terms. They do, however, provide the very kind of ammunition for which school librarians will be hunting in the coming years as they interpret to boards and citizens the nature of the school library program envisioned in our new *Standards for School Library Programs*, and the quantitative provisions needed to make the programs a reality.

An example of the basic research being sponsored by the Cooperative Research Program of the U. S. Office of Education is embodied in a recent report presented by Durrell and his colleagues at Boston University (2). The contract called for a study of differentiated instruction in self-contained classrooms; the research was carried out in 47 classrooms, grades four through six, in the town of Dedham, Massachusetts during the school year 1958-59. In setting up the program of study, the following services to students in regular subjects of the elementary school curriculum were selected: "adapting instruction to various levels of ability, providing for different progress rates in learning, giving special help at points of weakness in learning development, encouraging individual and group self-direction and initiative, and enriching learning, to make it significant and useful." (p. 3) School librarians will recognize most of these as objectives of the school library — in fact, they represent functions provided by the school library, without which librarians

would assume that a program of differentiated instruction could not take place.

Among the general findings which have particular interest for school librarians are the following: "All teachers improved in techniques of adapting instruction to the varying needs of children. Although teachers differed in amount and quality of differentiated instruction, every teacher in the experimental year rated higher than the top teacher of the control year." "School subjects differed in their adaptability to individualized programs of instruction; skills subjects adapted readily, while content areas were less satisfactorily adjusted." "The program resulted in significant improvements in achievement in grades five and six; no change was found in grade four." Finally, "reading achievement improved significantly only in grade six; there was no significant change in reading achievement in grades four and five." (p. 9-10).

One of the most interesting special aspects of this study is that of the "balanced reading program." With the use of team-learning techniques in the classrooms and acceleration of pupils due to the individualization of skills instruction, time was saved which it was decided should be used "for various enrichment purposes, the first being a balanced reading program." (p. 59-60) The school system apparently lacks school libraries, although the report does not state this explicitly. To meet the needs of the new reading program, boxes of books grouped according to interests were borrowed from the public library. Boxes "contained books pertaining to such topics as books by one author, biographies, science, sports, mysteries, foreign lands." It is reported that the circulation of the children's department of the public library was

double that of the preceding school year. The implications of the report are that these opportunities were primarily made available to the brighter children, who were able to complete the required work more quickly than other students.

Among the research opportunities listed at the end of the study as arising from this investigation, it is noted that "reading showed little improvement under team learning, except in grade six. Literature scores, however, improved significantly. This may result from the replacement of textbooks with extensive reading for the superior pupils, and from the speciality program in literature." (p. 76) If any follow-up of this research is carried out, it would certainly be a most interesting experiment to study the differences in improvement and in reading achievement in such a situation as this and in one where an established school library is in operation. The achievement tests used in this study did not include any which tested library related skills nor other aspects of library use. The addition of a library skills test, alone, might have added significant information.

Nevertheless, this investigation is one which will repay study for its insight into the differentiated instruction approach at this level and for the techniques employed by the research team which can be most instructive to an investigator planning research in librarianship. It is gratifying that, if no more was done, at least this level of study of library services was included in the research. The facts, however, that the so-called balanced reading program was limited to the brighter students and that apparently supplementary reading was lacking for the middle and lower levels, make this aspect of the study one of enrichment and not of differentiated instruction.

A research study of a completely different kind from the two just described is Kiell's analysis of *The Adolescent through Fiction* (3) which provides particularly valuable background information for the library school teacher of courses in reading materials at the young adult level. Copious quotation from works of great literature, coupled with the author's critical interpretation provide new insight for workers with young adults. His point of view is epitomized in his statement that "My aim was to choose fictional examples that seemed to illuminate psychological principles universally seen in the adolescent period. Too many people feel adolescents are not of the stuff that are born; rather, that Hemingway and Salinger wrote them. Perhaps the examples contained herein will give the lie to this." (p. 20). This study will be richly rewarding to any librarian working with young adults today.

In an earlier issue of this column (9:34, January 1960), brief reference was made to Dr. Lowrie's dissertation on *Elementary School Libraries*, available at present only in microfilm form. Arrangements have now been made for its publication by Scarecrow Press and it is expected to be available sometime during the coming year in book form.

STUDIES CITED

- (1) NEA. Department of Classroom Teachers. *Conditions of Work for Quality Teaching*. NEA, Nov. 1959, 157 p. \$1.25.
- (2) Durrell, Donald D., ed. "Adapting Instruction to the Learning Needs of Children in the Intermediate Grades," *Journal of Education* 142:2-78, December 1959. Single copies \$1 from School of Education, Boston University, 332 Bay State Road, Boston 15, Massachusetts.
- (3) Kiell, Norman. *The Adolescent through Fiction; A Psychological Approach*. International Universities Press, Inc., 1959. \$5.00.

Added Entries

Professional Shelf

► Ahlers, Eleanor E. "How Will The New School Library Standards Affect High School Libraries?" *High School Journal*, November, 1959, pp 42-45. A succinct survey of the plan observed in formulating the new *Standards For School Library Programs*, a summary of the contents of the book and a reminder that library programs in high schools of less than two hundred students need attention as do supervisory programs at all levels. Useful article to show administrators or PTA groups.

► Arbuthnot, May H. "Books That Open Windows", *Childhood Education*, February, 1960, pp 263-66. The author points out in this article that with a background of many stories whether folk, nature, regional, fantasy or other lands, a child is better able to cope with the violence of a modern age. Includes a bibliography of mentioned titles. (We would call to your attention a regular feature of this periodical, "Books For Children" edited by Elizabeth Hodges, Supervisor of Library Services, Baltimore County Board of Education).

► Berry, June. "Letter To A New English Teacher", *Clearing House*, February, 1960, pp 343-44. Suggestions of a Laboratory School librarian to the beginning high school English teacher about selecting young adult books which may help pave the way for an appreciation and understanding of Milton, Chaucer and Shakespeare.

► Douglas, Mary P. "How Well Will The School Library Serve", *High School Journal*, November, 1959, pp 47-51. The aims and objectives of a forward-looking secondary school library program are listed in specific detail, followed by brief summaries of both qualitative and quantitative standards to achieve these goals, as contained in the new *Standards For School Library Programs*. Standards summarized emphasize quantitative matters and concern the collection of materials, the library personnel, the library quarters, and the library budget. Helpful source for basic and specific figures.

► *Education For The Age Of Science*; a statement prepared by the President's Science Advisory Committee, May, 1959 (Superintendent of Documents, U. S. Government Printing Office, Washington 25. Price: 20¢). This summary of the views of scientists and engineers on education focuses on the secondary and post-high school level and emphasizes in the body of the text and in the recommendations the basic need for the creation of new "learning aids" and the better use of those now available.

► Jahn, Mary K. "Classroom Or School Libraries: Must We Choose Between Them?", *Clearing House*, February, 1960, pp 366-68. A rebuttal of the arguments for classroom libraries which appeared in this maga-

zine a year ago, showing that it is not a question of "either-or", but rather that a strong, central school library enriches classroom materials resources.

► Reid, Chandos. "Children Learn Through Many Media", *Childhood Education*, February, 1960, pp 248-254. "At the same time that we try to develop the ability to read we must develop these abilities: to interview; to learn from slides, filmstrips or films; to listen accurately and to learn from tape or radio; to follow diagrams; to discern information from maps or graphs . . . It is through the use of a wide range of media both for furthering the quest for learning and for reinforcing and expressing ideas already learned that we can best help children learn constantly from the world about them." A leading figure in education discusses the place of instructional materials in the teaching-learning process.

► Reid, C. and Davis, O. L. "Needed: A Materials Theory For A Technological Age", *Audiovisual Instruction*, February, 1960, pp 46-47. A two-page report on a seminar held late in 1959 as a beginning approach toward the formulation of a theory of instructional materials. Article highlights ideas of the three presentors of working papers and details some of the major areas of concern of the participants.

► Sloan, Fred A. "Helping Parents To Help Their Children", *NEA Journal*, March, 1960, pp 49-50. A brief article on developing children's interest in elementary science that makes special mention of the value of books in the home, of the use of library books, and suggests that lists of books and other aids be sent home to parents.

► Wheeler, Helen. "The Teaching Of Library Skills And Attitudes", *High School Journal*, November, 1959, pp 52-57. Those planning new or expanded programs of instruction in library skills may wish to review this discussion emphasizing specific skills and knowledge to be aimed for in each grade, grades 7 through 12. The need for a fully integrated plan is stressed.

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* An *Activity Book* has been published by the Teen Age Library Association of Texas and is designed to help chapters of TALA plan and execute more varied local club programs. Six chapters cover meetings, money-raising projects, services, general publicity, bulletin boards, programs, and assemblies. Price is \$1.25 from Library Council, Senior High School, Drawer 877, Seminole, Texas. Make checks payable to Travis Tyer.

* *American Ambassador Books* (selected by a British panel) and *British Ambassador Books* (selected by an American panel) are available for 5¢ postage per mailing from: English Speaking Union, 16 E. 69th Street, N.Y. 21. The lists appear seven times a year between October and June and two juvenile lists are also obtainable.

* *Chases' Calendar Of Annual Events*, 1960 edition, which lists national, religious and state holidays as well as commercial events and promotions, Christian, Moslem and Jewish calendars and astronomical data for 1960 may be secured from: Apple Tree Press, 2322 Mallery Street, Flint 4, Michigan at \$1.00 per copy.

* *Curriculum Materials, 1960* (Association For Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington 6, D. C. Price \$.75) and *Selected Bibliography For Curriculum Workers, 1960* edition (ASCD, Price \$1.00) are both good sources for professional library materials. The former includes curriculum bulletins displayed at the annual ASCD conference and produced by school systems, state departments of education and colleges engaged in teacher education. The *Selected Bibliography* lists references selected "to represent the most significant books, pamphlets, monographs and articles appearing during the calendar year of 1959" as chosen by faculty members of the several Divisions of San Francisco State College. Purchasing information is given for each item in either bulletin.

* *Children's Books Too Good To Miss* (rev ed) is a selection of 230 old and new children's titles selected by May Hill Arbuthnot, Elizabeth D. Briggs, Margaret Clark, Edna Horrocks and Harriet Long. Alphabetical title and price list is appended. From: Western Reserve University Press, 2040 Adelbert Road, Cleveland 6, Ohio. Price: \$1.25.

* Eakin, Mary K., comp. *Good Books For Children*. University of Chicago Press, 1959. \$5.95. A compilation of the reviews of the best one thousand books covered in the past ten years in the *Bulletin* of the Children's Book Center. Extensive annotation makes this an extremely useful piece of work. Books are analyzed for reading level, subject and developmental values.

* *The Friday Review*, a magazine of "adventure in ideas" and co-sponsored by the *Saturday Review* and the Library Club of America has begun

publication. Single copies, \$.25 or annual subscription at \$3.00. Write 28 West 44th Street, N. Y. 36.

* *Keep Tab On The Lab* (Educational Materials Laboratory, Room 1210, Temporary R, Department of Health, Education and Welfare, Washington 25) is issued as new materials relating to various curriculum areas are received. Free copies are available on request. The November, 1959 listing includes special reference materials, textbooks, trade books and pamphlets and periodicals concerning Africa.

* *Manual For Treatment of Non-Book Materials*. A class project of a Midland College library workshop resulted in this 18-page mimeographed manual which is obtainable for \$1.00 prepaid (no stamps) from The Bookstore, Midland College, Fremont, Nebraska.

* *Rapid Reading Books For School Libraries* (Division of Libraries, Board of Education, Chicago). Revised in September, 1959, this list includes more than three hundred titles of high interest and low vocabulary. All titles appear in both the *Children's Catalog* and *Standard Catalog for High School Libraries*. Vocabulary levels range from second through fifth grade according to the lowest level noted for each within the *Children's Catalog*. *Reading For the Partially Sighted*, a 29-page listing of books with large print also includes reading levels. Single copies of either list are available on request.

Audio-Visually Speaking

• Hazard, Patrick and Hazard, Mary. "The Public Arts", *English Journal*. A listing of outstanding television programs for the month in the "Bulletin Board". This department in the March

1960 issue features a penetrating article on Art Linkletter's foray into the field of child psychology in his book and television programs. The reviews of films, filmstrips and recordings in the "Teaching Materials" section in the same publication are of value in the selection of this type of material.

• *It's Up To Congress*, a 22-minute, 16mm sound film on federal finance for education has been made available by the Legislative Commission of the National Education Association. A free, loan copy for showing to adult audiences, accompanied by a speaker's guide and other pertinent material may be secured by contacting the NEA Legislative Commission (1201 Sixteenth St., N.W., Washington 6).

QUEBEC SCHOOL LIBRARIES

(Continued from Page 18)

ment of Education, professional or technical work, such as cataloguing and labelling, has to be done at the central office before new books are delivered to the 272 school libraries. But considerable practical administrative and technical guidance is afforded to teachers-in-charge and consultations and visits are frequent.

Such, in a few rapid strokes, is the picture as it appears at the present moment, which may, without too much exaggeration, be called the dawn of a new era, for which great hopes are cherished. For, at its recent session the Provincial Parliament not only enacted new legislation in favor of libraries throughout the Province (Bill 35) but also amended the Education Act (by Bill 39) so as to provide substantial financial aid from the government for the creation and upkeep of authentic, modern school libraries in all parts of the province.

Thus 1960 is a momentous year for Quebec libraries and all our li-

brarians agree that there could be no better time for welcoming our colleagues from the United States. For we are rejoicing at legislation which provides a challenge to our zeal and efficiency and rewards a faith in our vocation that has never faltered. We welcome you to share our joy.

A tous nos collègues bibliothécaires, la plus cordiale bienvenue; au revoir et à bientôt.

ORIGINAL BOOK WEEK POSTERS NOW AVAILABLE

Eleven original paintings for Children's Book Week posters of past years are available for purchase by librarians with the proceeds going to the Melcher Scholarship Fund. These original posters by some of our most outstanding illustrators will make unique and beautiful additions to any Children's Room.

Those that are available include: the 1940 poster by Maud and Miska Petersham; the 1943 poster by Elizabeth Orton Jones; the 1944 poster by Nedda Walker; the 1945 poster by Gertrude Howe; the 1947 poster by the D'Aulaires; the 1948 poster by Marguerite de Angeli; the 1951 poster by Marcia Brown; the 1952 poster by Roger Duvoisin; the 1954 poster by Lynd Ward; the 1958 poster by Paul Rand; the 1959 poster by Feodor Rojankovsky. Photographs of these eleven posters will appear in the May issue of *Junior Libraries*.

The posters will be sold by mailed bids with the minimum bid for any poster being \$25.00. For a full description of the posters and a bid form, write to The Children's Book Council, Inc., 175 Fifth Avenue., New York 10, N. Y. The bids will be opened on September 15th and no bids received after that date will be considered.

News from the States

ALABAMA: Mrs. Chaney P. Washington reports that after two fall 1959 regional meetings of librarians, teachers and administrators during which emphasis was placed on evaluating present school library conditions so that the new standards could be more meaningfully applied, the March meeting of the Alabama Association of School Librarians focused on the standards and the use of promotional materials.

Martha Jule Blackshear also writes: "Currently Alabama school librarians are concerned with getting better, up-to-date information to architects and school administrators about the planning of school library quarters, with emphasis on the rooms auxiliary to the reading area; mainly, work, storage, conference, listening and viewing. The Alabama School Librarians' Association appointed a committee to undertake the production of a library design manual to be published and available spring 1960 and circulated to coincide with the advent of a twenty million dollar school building bond issue in Alabama . . . several interested architects cooperated in the production of this manual by furnishing floor plans and detailed drawings".

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ARKANSAS: Although most state education and library groups meet in the fall of the year and the major part

of presenting the new school library standards will occur in late 1960, Arkansas began to plan for implementation last January and has formed two committees which will carry the burden of activity and serve as a nucleus for speakers on the standards. The ten-member State Implementation Committee represents the State Department of Education, the Arkansas Library Commission, the Arkansas Education Association, and the Arkansas Library Association. Mr. A. W. Ford, Commissioner of Education has appointed a School Library Advisory Committee of ten librarians, ten school administrators and ten lay people (members of the press, the P.T.A., the A.A.U.W., the Farm Bureau, a school board member, and an architect) from various sections of the state, as a means of developing awareness of the new standards as a goal for school libraries. To present a picture of school libraries in the state and to point up the need for improvement, the April 1960 issue of *Arkansas Libraries* was devoted entirely to school libraries. Copies of this issue will be a part of kits of materials prepared for members of the Advisory Committee. Standards will be presented at the following scheduled meetings beginning in July: Elementary School Principals, ASCD Workshop, School Administrators Workshop, Elementary School Council, Secondary School Council, five regional meetings of North Central Association schools, Arkansas Library Association, and the Council of Chief State School Officers which meets in Little Rock this year.

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COLORADO: At the third annual meeting of the Colorado Association of School Librarians, two hundred school librarians and their administra-

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tors were introduced to *Standards For School Library Programs* by Eleanor Ahlers. A panel of educators discussed the new standards from the viewpoints of a Department of Education, a classroom teacher and a librarian. The twelve regional spring conferences sponsored by the Department of Education will have "the materials of learning" as a central theme. The State Library, a division of the Department, will present the new standards to administrators and school board personnel during these meetings. Follow-up conferences are planned for school librarians during the fall months.

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HAWAII: An intensive survey of Hawaii libraries has been carried on under the direction of Dr. Robert Leigh, with Carolyn Crawford, Director, Library Services, Department of Public Instruction as the person responsible for compiling the mass of information on school libraries in the Fiftieth State.

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INDIANA: Georgia Cole writes that one of the things that school librarians in her state are most pleased about is the establishment of a demonstration elementary school library.

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LOUISIANA: The Ouachita Parish Schools (Monroe, La.), acting as a pilot system for a program of accreditation of elementary schools being tested by the Southern Association, has begun the process of developing centralized school libraries in all elementary schools. The school board has authorized the superintendent to take steps including the promise to provide trained personnel, suitable furniture and supplies. Since the fall of 1959 progress has included: the hiring of nine additional librarians; a

one-week workshop for principals and librarians conducted by the state supervisor of school libraries; development of card catalogs and vertical files in each school; a TV appearance by a principal and a librarian discussing elementary school libraries; and, the formation of the Ouachita Parish School Librarians' Association.

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MARYLAND: *Charging Out*, the bulletin of the Baltimore County school librarians reports that the Baltimore County National Library Week Committee invited each senior high school to select six student library aids interested in library work as a career to work a day in a local library. Towson State Teachers' College, Fort Howard Hospital, Baltimore County Public Library (including main library, branches and bookmobiles), The Martin Company, and the Bendix Company all cooperated with the project.

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MICHIGAN: The lack of adequate school library facilities in Michigan is the chief concern of an eleven-member Joint Committee on School Library Development recently initiated by the Michigan State Board for Libraries. Representing the Michigan Association of School Librarians, the Michigan Library Association, and the Michigan Unit of the Catholic Library Association as well as the State Board, the Joint Committee was inaugurated in anticipation of the publication of *Standards For School Library Programs* and will consider problems of accreditation, finance, legislation, and the training and recruiting of staff in relation to school libraries.

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MINNESOTA: In April the School Library Subcommittee of the Minneapolis Citizens Committee on Pub-

lic Education launched a survey of elementary school libraries. A team of two, using a survey questionnaire developed for this project, visited each of the seventy-six elementary schools with the objective of compiling factual information about existing library facilities and services to serve as a basis of long-range planning for school library development.

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OKLAHOMA: Trean Maddox reports that the school librarians' divisions of the Oklahoma Library Association and the Oklahoma Education Association are working jointly to implement their school libraries standards program. Lucile Hatch will be the AASL speaker-consultant at the one-day workshop, which is a pilot project and being held in conjunction with the annual meeting of the Oklahoma Library Association the first part of April. Earlier in the year meetings were held by most school librarians sections at their regional meetings to introduce the standards and to "set the stage" for the coming workshop meeting. In this state school administrators, superintendents, principals, supervisors, librarians (both parochial and public); college librarians; public librarians, and others interested in effective school libraries are participating actively in the standards workshop program. Further plans will be formulated by participants at the workshop to achieve desired school library legislation; to establish supervisory positions at both the state and local levels; and to improve standards for school libraries. Also, the *Oklahoma Librarian* for April 1960 will be a school libraries issue featuring articles on the standards and the state's implementation program.

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RHODE ISLAND: Brown University has received a grant of \$24,000 from the Council on Library Resources, Inc., for a study of ways to improve school library services in Rhode Island through coordination of university, community, and school libraries. The grant will be used for a twelve-month study sponsored by the Master of Arts in Teaching Program at Brown with the assistance of an advisory board representing various state library organizations. The project will include an investigation of library services in the state, a study of accepted library practices with a view to their adoption and experimentation with various methods of coordinating university, school and community libraries in improving instruction. At the conclusion of the study a report will be published which should be of assistance to other metropolitan areas.

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VERMONT: There are seven new secondary school libraries in this New England state — Barre, Brattleboro, Enosburg Falls, Montpelier, Richford, Whitingham and Windsor, as well as three new elementary school libraries in Bennington, Manchester Center and Norwich. The University of Vermont now offers twelve hours in Library Science at summer sessions in a planned program covering two consecutive summers.

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VIRGINIA: April was "standards" month, with Mary Gaver speaking at a state meeting of Elementary Supervisors and Directors of Instruction on "The School Library — An Essential for Quality Education" and Eleanor Ahlers addressing the School Librarians Section of the Virginia Education Association at Roanoke.

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Book Reviews

"Book Reviews" will be another regular feature in *School Libraries*. Each issue will contain one or two long reviews of books pertinent to the field of school librarianship. These reviews will be written by people who are experts in the subject matter field covered by the book, and will reflect the reviewers opinions which are not necessarily those of the Editorial Board.

Wofford, Azile

School Library at Work; Acquisition, Organization, Uses and Maintenance of Materials in the School Library. H. W. Wilson, 1959. 265 p. \$3.50.

In undertaking this manual on school library operations and activities, the author has recognized a long standing need. The scope of the work is excellent and its purpose as set forth in the Foreword is to be greatly admired. The author states that due to the many demands on the time of the school librarian "routines must be reduced to a minimum, simplified . . . and be as free as possible from red tape." It is to the accomplishment of this purpose that the book was written.

This is a sound purpose but it is difficult, if not impossible, to reconcile this stated purpose with the book's contents. The excessively de-

tailed record keeping described here, the numerous files presented as essential and the repeated incidence of duplication of both effort and records will leave its readers wondering why they are so advised.

There are numerous examples throughout the book to illustrate these points. The procedures described below represent typical examples.

Individual collections of fines are recorded by class periods during each school day. At the end of the day they are totalled and recorded in the Record of Fines. The need for this repetitive recording is doubtful. A simple check of the cash box at the end of the day would provide the figure.

Lengthy notations are entered in either the Accession Book or Shelf-list or both to indicate the final disposition of a book. Does this really matter when the library no longer owns the book? The fact that it is off the library records should be sufficient.

A detailed breakdown of circulation is recorded on daily slips and later copied in a permanent record. There is real doubt that this detailed count is needed. The author recognizes this but still gives the long exposition of the more costly procedure. Assuming that it is needed, there is no justification for doing this recording twice, except that it is encouraged by library supply houses.

The book order procedure described requires that the order be typed three times so that copies on different forms may be provided for the library, the vendor and the agency supplying printed cards. The use of multiple order forms is now so prevalent in libraries that it is surprising

to find that its use is not mentioned in this work.

In addition, there is the Withdrawal File which has long been recommended in library literature, but whose function has never been satisfactorily described. There is no attempt to describe it here. A record of titles once held by the library would serve little purpose in a busy school library.

Although there is a comment in passing that some libraries do not now use an accession book, the lengthy description of how one is prepared and maintained weights this book in that direction. Maintaining this record certainly increases the cost in terms of the librarian's time and it is duplication of information already available.

Again, there is a brief note in passing that fines are sometimes not charged in school libraries. The exhaustive description of how to manage this library detail weighs heavily in the direction of charging them. There are more entries in the Index under Fines than under either Budget or Materials, yet the Index does not represent the full reference to fines as found in the text.

One of the greatest areas of need for guidance is in the preparation of library budgets, and Miss Wofford devotes one whole chapter to the problem. Unfortunately, however, it is really a proposal for a planned allocation of funds after the amount of funds has been made available. This point is an important one and should not be underestimated. The disappointment comes in the fact that there is no guidance in the preparation of a budget and its justification for presentation to those who control the funds. This is relegated to the

annual report in which one should "point up the library's needs" and "include requests for a larger appropriation, particularly if the library is not yet meeting standards . . ." Certainly, the annual report can point up needs but only in general terms. The budget request is where the justification can be presented in sufficient detail to be convincing.

There is no wish to belabor these issues with further examples, but it is distressing to find practices, which many librarians abandoned years ago as being unnecessary or too costly, now recommended for current usage. With this presentation of lengthy, detailed procedures for library routines, it is not at all surprising to find, also, a resigned acceptance that much of the school librarian's work is done at home. If all these procedures are put into practice, it is doubtful that there would actually be time for any guidance of students or reference assistance within the library. Without question, there is need on the part of many librarians for guidance in streamlining routines and procedures. The author of this book hoped to give that guidance. Regrettably, the need still exists. Perhaps this book will provide the impetus which will result in a manual of simplified routines.

Reviewed by Mrs. Mildred Young Johnson, Assistant Dean, Graduate School of Library Service, Rutgers University.

* * *

California, University. School of Librarianship.

The Climate of Book Selection; Social Influences on School and Public Libraries. Edited, with an Introduction, by J. Periam Danton. Berkeley, California, 1959. 98 p. \$1.50.

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The papers contained in this publication were presented at a symposium held on the University of California's Berkeley campus on July 10-12, 1958. This symposium was very closely connected with a study made by Miss Marjorie Fiske and now published as *Book Selection and Censorship: A Study of School and Public Libraries in California* (University of California Press, 1959). In this study it was quite clearly shown that the social and intellectual climate of a time or place has a very powerful influence on the selection of books for libraries, and at the same time, that we have no adequate expression of this fact in the literature of librarianship. The symposium is therefore an attempt to explore this factor.

Like most symposia, the contributions are quite uneven in quality, but taken all together, there is a strong current of uncompromising loyalty to the idea of freedom of access to books, ideas, and education.

The titles of the papers probably give a better idea of the matter of this symposium than would a long description. Max Lerner's topic was *Our Changing Society*, while John William Albig's was *The Library's Competition*. *The Public Librarian's Boss* was given by Norton E. Long and *The School Librarian's Boss* by Ralph W. Tyler. *The Atmosphere of Censorship* and *Setting the Stage in California* were contributed by Harold D. Lasswell and Fredric J. Mosher. Miss Fiske summarized the findings of her study in *Book Selection and Retention in California Public and School Libraries*, and *Implications of the Study* was contributed by Talcott Parsons.

Mr. Lasswell's paper briefly but powerfully outlines the dark strands of anti-intellectualism, anti-foreignism

and anti-metropolitanism that have colored our history from its beginning and which will probably continue into the foreseeable future. Mr. Mosher's paper shows these forces in action in California, during 1953-1955, as focussed in the person of a Mrs. Anne Smart and her followers, who set out to "clean up the school libraries".

Miss Fiske's study is essentially a report on what happened in California, but it is important that both public and school librarians everywhere in the country know what happened there. The same sort of atmosphere with its attendant pressures may appear elsewhere whenever sufficient strain is present.

Even when librarians feel few direct pressures for censorship, they are reluctant to put into practice their belief in intellectual freedom, if there is around them an air of anxiety in this respect. They tend to play it very safe, indeed. Miss Fiske thinks that this is so because the librarians feel isolated. The school librarian feels, sometimes correctly, that no one in the school knows what the librarian's role is. And all librarians feel that the professional organizations, both local and national, will not back them up quickly and forcefully, when they are attacked.

There are a great many other findings and implications recorded in this symposium, which is a truly significant contribution to the literature of book selection as influenced by attempted or successful censorship. It should be read by anyone working in book selection, whether in school, public or college libraries.

Reviewed by Richard Shoemaker, Professor, Graduate School of Library Service, Rutgers University.

**MONTREAL
CONFERENCE
PROGRAM FOR AASL**

President, Esther V. Burrin, Librarian, Westlane Junior High School, Metropolitan School District, Washington Township, Indianapolis.

Sunday, June 19, 6:30 p.m.

Place: Ritz-Carleton Hotel

Buffet Supper. \$5.00 Canadian money. (\$5.25 American money). Tickets may be picked up at AASL Booth No. 955 at the Mt. Royal Hotel.

Monday, June 20, 8:30 a.m.

**Place: Marquette Room —
Queen Elizabeth Hotel**

*Presiding, Esther V. Burrin, President. Business Meeting
"Breaking Barriers — Quebec's Unique School System" — J. D. Jefferis, Department of Education, Bishop's University, Lennoxville, Quebec, Canada.*

Monday, June 20, 4:30 pm.

School Library Film Showing

Tuesday, June 21, 8:30 a.m.

Place: Windsor Hall, Windsor Hotel
State Assembly Breakfast. \$4.25 Canadian money. (\$4.50 American money). Tickets may be picked up at AASL Booth No. 955 at the Mt. Royal Hotel.

*Presiding, Elenora Alexander, chairman, State Assembly Planning Committee.
Introductions
Roll Call by States
"Pilot Programs on the New School Library Standards" — Gladys Lees, member, Standards Committee.
"Educational Explosion and the School Library" — Harold B. Gores,*

president, Educational Facilities Laboratories.

Buzz discussion on the main address.

Table discussion leaders — State Assembly members.

Panelists — State Assembly Planning Committee members and the guest speaker.

Meeting of the State Assembly representatives.

Tuesday, June 21, 4:30 p.m.

Place: University of Montreal

Chairman: Mrs. Thelma C. Bird, Teaching Materials Library, Indiana State Teachers College, Terre Haute.

Panel discussion—"The New School Library Standards".

Planned by the ACRL Teacher Education Libraries Section and co-sponsored by AASL.

AASL Committee Chairmen

Co-chairmen: Miss Elizabeth Williams, Supervisor of School Libraries, Los Angeles City Schools, 1205 W. Pico Blvd., Los Angeles 15, California.

Miss Catharine MacKenzie, Librarian, Westmount Junior High School, Westmount, Quebec, Canada.

Tickets: Mrs. Lawrence Short.

State Assembly: Mrs. Geneva Petrie.

Publicity: Miss Frances Dumaresq.

Hospitality & Exhibits: Miss Hazel Macmillan.

Buffet Supper: Mrs. Margot Frew.

Business Meeting: Mrs. Edith Drummond.

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PROGRAM HIGHLIGHTS AT MONTREAL

The annual meeting of the AASL takes place this year in Montreal, Canada's largest city.

The program for school librarians will include a buffet supper, a business meeting, a school library film showing, a panel discussion, and the State Assembly Breakfast.

On Sunday, June 19 at 6:30 p.m. a buffet supper will be held at the Ritz Carlton Hotel. French-speaking children will entertain the group with a program of French-Canadian folk songs.

A business meeting will take place on Monday, June 20, at 8:30 a.m. Dr. J. D. Jefferis, Professor of Education at Bishop's University, Lennoxville, Quebec, a scholar and a very entertaining speaker, will talk on "Quebec's Unique School System."

School library films will be shown on Monday, June 20, at 4:30 p.m. Three seven-minute, colored, storytelling filmstrips, with recordings in French to accompany them, which were made by English-speaking children in schools under the Protestant School Board of Greater Montreal, will also be shown at this time. The three stories are *Cendrillon* (Cinderella), *Le Petit Chaperon Rouge* (Little Red Riding Hood) and *Les Trois Ours* (The Three Bears). *Cendrillon* was remade by Canada's National Film Board and it won First Prize at the American Film Festival in Chicago in 1959.

State Assembly Breakfast

Dr. Harold B. Gores, featured speaker for the State Assembly Breakfast, is president of the Educational Facilities Laboratories, Incorporated. Prior to becoming the head of this corporation, which was established in 1958 by the Ford Foundation to serve as a "clearing house and registry for school facilities research, and the dissemination thereof," Dr. Gores was superintendent of public schools, Newton, Massachusetts. In his address to the State Assembly, he will present his views on the role of school libraries in the light of significant new developments affecting education. In particular, he has been asked to point out what the trend toward large group instruction, paralleled with individualized instruction and technological developments, will have upon the kinds of services, on the physical facilities, on materials and staff requirements of school libraries. Buzz sessions following Dr. Gores' address will enable everyone present to discuss points made and also to raise questions to be answered by a panel composed of members of the State Assembly Planning Committee and Dr. Gores.

During the Breakfast, Gladys Lees, member of the AASL Standards Implementation Committee, will give a report on the nine "Pilot Programs" for the implementation of the new standards for school libraries which will have been held during the first half of 1960. She will also describe plans for future programs.

The State Assembly members will remain for a meeting after the others attending the Breakfast have been dismissed. Miss Elenora Alexander, chairman of the State Assembly Planning Committee, will preside over the Breakfast and the meeting.

On Tuesday, June 21, at 4:30 p.m., at the University of Montreal, there will be a panel discussion, planned by Teacher Education, Libraries Section of the ACRL and co-sponsored by the AASL, on "The New School Library Standards."

The state supervisors of school libraries will hold a dinner and have an evening meeting on Saturday, June 18.

The city, town and county school library supervisors will have their business meeting in Outremount High School on Tuesday, June 21, from 1:30 p.m. to 4:30 p.m. The program meeting will be in the same place on Wednesday, June 22nd, at 9 a.m. After this meeting they will be the guests of the Protestant School Board of Greater Montreal at luncheon.

ST. JEAN BAPTISTE DAY

Friday, June 24, is St. Jean Baptiste Day, Quebec's National Holiday. A very special feature of this day is the colorful parade, with its numerous floats depicting the history of French Canada, which occupies the whole afternoon. Stores close at 1 p.m., and traffic is more or less at a standstill for several hours. The parade follows a route which extends from east to west along Sherbrooke Street, a main thoroughfare which is within walking distance of the Queen Elizabeth Hotel, the Headquarters of the Conference. It is quite possible that space will be reserved along the route for as many librarians as wish to attend.

St. Jean Baptiste Day is the national holiday of the French Canadian people. Thus, it bears a great resemblance to St. Andrew's Day in Scotland, St. Patrick's Day in Ireland, and St. George's Day in England. It falls on June 24th and it is celebrated particularly by the Sociétés St. Jean Baptiste, of which there are two, one in Quebec City and the other in Montreal.

This Society was founded in 1834 by Ludger Duvernay, a strongly patriotic French Canadian, who, during the rebellion in 1837, had to flee the country and settled for a little while in Burlington, Vermont. St. Jean Baptiste was declared a patron saint of French Canada by Pope Pius X in 1908.

Fundamentally, the St. Jean Baptiste Societies aim at fostering a healthy national spirit amongst French Canadians, protecting their language and their institutions on a continent where they are surrounded by a basically Anglo-Saxon civilization.

CSD AND YASD HIGHLIGHTS

The Children's Book Awards banquet June 21, 1960, 7:30 p.m. at the Montreal joint conference of the American Library Association and the Canadian Library Association will be a gala Banquet des "Voyageurs."

Six medals will be given. In addition to the Newbery and Caldecott Medals, the Laura Ingalls Wilder medal will be given. The "Book-of-the-year" medals given by the Canadian Association of Children's Librarians will be presented at that time to

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Marius Barbeau and Michael Horn-
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Tickets are \$7.50 each in Canadian
money. Reservations should be sent
to Miss Marian Cooke, Toronto Pub-
lic Library, Toronto 2B, Ontario.
(Checks or money orders if sent from
U. S. must be made for \$8.03.)

Remember to pick up tickets
at AASL Hospitality Lounge

Booth No. 995 at
the Mt. Royal Hotel.

Adult Services

The Young Adult Services Division
of the American Library Association
will have a tea and social hour at
4 p.m. on Thursday, June 23, 1960
during the Montreal ALA-CLA joint
conference. This will provide a spe-
cial opportunity for YASD members
and CLA Young People's Section
members to get acquainted.

Tickets are \$2.00 in Canadian
money and reservations should be
sent to Katherine Robertson, Toronto
Public Library, Toronto 2B, Ontario.
From U. S. send a Canadian bank
draft payable at par to any bank in
Toronto. These may be purchased
from any U. S. bank. (If checks or
money orders are sent from the U. S.
they must be made out for \$2.25).

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS RESERVATION BLANK

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Mrs. Lawrence Short, Librarian, John Rennie High School, Pointe Claire, Quebec, Canada.

() Buffet Supper, Sunday, June 19, 6:30 p.m.

Canadian money \$5.00

American money \$5.25

() State Assembly Breakfast, Tuesday, June 21, 8:30 a.m.

Canadian money \$4.25

American money \$4.50

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City

Zone

State

Tickets will not be mailed out but may be picked up at the AASL Hospitality Lounge in
the professional exhibit area, Mount Royal Hotel, booth 995.

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The drama of war, its glories, its miseries, and even its light moments, come alive in these skillfully selected stories. "It imparts much of the history of the revolution woven into a fabric of compelling fiction." — Virginia Kirkus. Ages 12 up.
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PROPOSED BY-LAWS

(To be presented at Membership Meeting in Montreal)

Article I. NAME

The name of this organization shall be the American Association of School Librarians, a division of the American Library Association.

Article II. PURPOSE

The American Association of School Librarians shall be interested in the improvement and extension of library services in schools as a means of strengthening the educational program.

The Association recognizes that this program shall be developed in cooperation with other library and educational organizations concerned with the welfare of children and youth.

The American Association of School Librarians shall accept specific responsibilities for:

1. Planning of programs of study and service for the improvement and extension of library services in elementary and secondary schools as a means of strengthening the educational program.
2. Stimulation of continuous study and research to improve standards and procedures in the school library field and to establish criteria of evaluation.
3. Synthesis of the activities of all units within the American Library Association in areas of mutual concern.
4. Representation and interpretation of the need for and function of school libraries to other educational and lay groups.
5. Stimulation of professional growth, improvement of the status of school librarians, and encouragement of participation by members in appropriate type-of-activity divisions.
6. Conduct of activities and projects for improvement and extension of service in the school library when such projects are beyond the scope of type-of-activity divisions, after specific approval by the American Library Association Council.

Article III. MEMBERSHIP

Sec. 1. Regular Members. Any member of the American Library Association may become a member of the American Association of School Librarians by designating this membership when he pays his dues.

Sec. 2. Honorary Members. Persons who have made a distinguished contribution to school library services and who are honorary members of the American Library Association may be elected to honorary membership in the American Association of School Librarians by vote of the Board of Directors, confirmed by two-thirds of the members voting.

Sec. 3. Life Members. Any life member of the American Library Association may become a life member of the American Association of School Librarians by designating this membership in accordance with the Bylaws of the American Library Association.

Article IV. BOARD OF DIRECTORS

Sec. 1. Members. The Board of Directors shall be composed of the officers of the American Association of School Librarians, the past president, the regional representatives, the American Library Association councilors elected upon nomination of this division, the chairman of each section and the executive secretary. The councilors and the executive secretary shall be without vote. The editor of *School Libraries* shall be an ex-officio member with the privilege of attending all meetings of the Board at the midwinter and annual conferences.

Sec. 2. Duties. The Board of Directors shall carry out the policies established by the members. Any action of the Board may be reconsidered by the membership.

Sec. 3. Reports. The Board of Directors shall report matters on which it takes action to the membership at the business meetings of the American Association of School Librarians. It shall publish a summary report of all action in the next issue of *School Libraries*, the official publication of the Association.

Sec. 4. Vacancies. If the office of the president becomes vacant, the vice-president shall become president and shall serve as president to the end of his elected term.

The Board of Directors shall appoint an interim vice-president to serve until the next annual business meeting. The Board of Directors shall have the power to fill all other vacancies, and each appointee shall serve to complete the unexpired term.

Sec. 5. Meetings. Meetings of the Board of Directors shall be held as part of the annual conference of the American Library Association, during the midwinter meeting of the American Library Association Council and at other times at the call of the president.

Sec. 6. Quorum. A majority of the voting members of the Board of Directors shall constitute a quorum.

Article V. OFFICERS

Sec. 1. Officers. The officers of the American Association of School Librarians shall be president, vice-president, second vice-president, recording secretary, treasurer, and executive secretary. The term of office for each elected officer shall be one year except for the treasurer who is elected for a term of three years.

Sec. 2. Duties. The officers shall perform the duties related to their offices and such other assignments as are delegated to them by the Board of Directors.

Sec. 3. The president shall preside at all meetings of the Association and of the Board of Directors. He shall appoint the members of standing and special committees unless otherwise provided for in these Bylaws, subject to the approval of the Board of Directors. He shall serve as an ex-officio member of all committees except the Nominating Committee, with the right to vote only in case of a tie. He shall perform other duties designated by the membership or the Board of Directors and represent, or designate representation of, the Association to the other organizations. He shall report annually to the membership.

Sec. 4. The past president shall serve as chairman of the Program Evaluation and Budget Committee of the Association.

Sec. 5. The vice-president shall be president-elect and shall perform the duties of the president in the absence or incapacity of the president. He is in charge of the program meetings of the Association.

Sec. 6. The second vice-president shall perform the duties designated by the mem-

bership or the Board of Directors.

Sec. 7. The recording secretary shall be responsible for the minutes of all business meetings of the Association including the meetings of the Board of Directors.

Sec. 8. The treasurer shall receive a record of funds allocated to the Association by the American Library Association. He shall serve as a member of the Association's Program Evaluation and Budget Committee and shall make a financial report to the members annually.

Sec. 9. The executive secretary of the Association shall be appointed by the executive director of the American Library Association with the approval of the Executive Board of the American Library Association and the concurrence of the Board of Directors of the American Association of School Librarians. It shall be the duty of the executive secretary to administer the policies of the Association under the direction of the president. He shall be responsible for the operation of the offices of the Association and shall keep the president and the members of the Board of Directors informed of all important matters.

Article VI.

REGIONAL REPRESENTATIVES

Sec. 1. The membership of the Association shall elect one representative from each of the geographical regions which have been established by the Association. They shall be nominated by the Nominating Committee and shall serve as members of the Board of Directors.

Sec. 2. The representatives shall be elected for overlapping terms of two years.

Article VII.

AMERICAN LIBRARY ASSOCIATION COUNCILORS

Sec. 1. Representation from this Association to the American Library Association Council shall be in accordance with the provisions of the Bylaws of the American Library Association.

Article VIII. STATE ASSEMBLY

Sec. 1. Membership. The State Assembly shall be composed of one delegate elected or appointed by each school library organization, or school library section of

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other organizations, which represent a state, group of states, territory, or province. The term of office for each delegate shall be three years. Any school library group in such a geographical locality may apply to the president of the American Association of School Librarians for representation in the State Assembly; or if no such application is received the president of the Association may appoint a representative from a locality to serve. All members of the State Assembly shall be members of the American Association of School Librarians and qualified to represent school library interests at a state-wide level.

Sec. 2. The Young People's Section of the Canadian Library Association may be represented in the Assembly by a school librarian authorized by the president of the American Association of School Librarians upon the recommendation of the Young People's Section.

Sec. 3. **Purpose.** The State Assembly shall serve as a channel of communication between the Board of Directors of the Association and the local organizations represented in the Assembly.

Sec. 4. **Meetings.** The State Assembly shall meet at the annual conference of the American Library Association.

Sec. 5. The chairman of the State Assembly Planning Committee shall be the chairman of the State Assembly. Communications between the Board of Directors of the Association and the State Assembly shall be channelled through the State Assembly Planning Committee.

Article IX. SECTIONS

Sec. 1. Any group of at least twenty-five members of the division, which represents within the general field of interest of the Association a special field of activity clearly distinct from that of any existing section, may organize a section upon recommendation of the Board of Directors and the approval of the membership.

Sec. 2. Each section may establish its own Bylaws in keeping with the Bylaws of this Association and with the approval of the Board of Directors.

Sec. 3. Sections may be discontinued upon recommendation of the Board of Directors and the approval of the membership.

Sec. 4. The chairman of each section

shall be a voting member of the Board of Directors.

Article X. COMMITTEES

Sec. 1. The committees of the American Association of School Librarians shall be established by the Board of Directors of the Association by authority of the membership.

Sec. 2. **Standing Committees.** The members of the standing committees shall be appointed by the president, with the approval of the Board of Directors, for overlapping terms of three years with the possibility of reappointment for one additional term. Conference Program, Elections, Nominating, and Program Evaluation and Budget committees are named for one year terms.

The standing committees shall include the following operational and administrative committees:

- Archives
- Bylaws
- Conference Program
- Elections
- Nominating
- Program Evaluation and Budget
- School Libraries Editorial
- State Assembly Planning

The standing committees shall include the following which carry forward the program of the Association:

- Awards and Scholarships
- Elementary School Libraries
- Exhibits
- Grolier-Americana Scholarship Awards
- Improvement and Extension of School Library Services
- Instructional Materials
- International Relations
- Professional Relations
- Professional Status and Growth
- Publications
- Secondary School Libraries
- Standards
- Student Assistants

Sec. 3. **Special Committees.** Special committees may be established at any time by the president with the approval of the Board of Directors or by request of the membership. The life of the special committee shall be limited to two years unless the Board of Directors shall otherwise provide.

Sec. 4. Powers and Duties. The powers and duties of each committee shall be determined by the Board of Directors and defined in written form and recorded in the office of the Association. One or more copies of the powers and duties of a committee shall be given to the chairman at the beginning of his service.

Article XI. MEETINGS

Sec. 1. The annual business meeting of the Association shall be held in conjunction with the annual conference of the American Library Association.

Sec. 2. Special meetings may be called by the president or the Board of Directors and shall be called upon petition of one hundred members. At least one month's notice of a special meeting shall be given to the membership and no business shall be transacted which is not included in the notice.

Sec. 3. One hundred members of the Association shall constitute a quorum.

Sec. 4. Program meetings shall be open to all members of the American Library Association who are interested in the work of this Association.

Article XII

NOMINATIONS AND ELECTIONS

Sec. 1. Balloting by Mail. Elections shall be conducted annually by mail. Ballots shall be mailed to each member in good standing at least six weeks prior to the annual business meeting.

Sec. 2. Nominating Committee. A committee of at least three members shall be appointed by the vice-president from the list of names submitted by the Board of Directors at the midwinter meeting. No member of the Board of Directors shall be a member of the Nominating Committee and no member shall serve on the Nominating Committee for two consecutive years.

Sec. 3. Nominations. The Nominating Committee report shall be announced at least four months before the annual meeting. The ballot as submitted by the Nominating Committee shall include the names of at least two candidates for each office. Candidates for the offices of the two vice-presidents shall be presented in a single block. The candidate who receives the largest number of votes shall be elected first vice-president and president-elect; the can-

didate receiving the next largest number of votes shall be elected second vice-president. A candidate may be nominated by a petition signed by twenty-five members. This petition, together with the written consent of the nominee, shall be filed in the offices of the Association at least three months prior to the date of the annual business meeting. The names of candidates so nominated shall be added to the official ballot.

Sec. 4. Vote Required. A plurality of all legal votes cast shall be necessary to elect a candidate. In the case of a tie the winner shall be determined by lot by the Elections Committee.

Article XIII. AMENDMENTS

Sec. 1. Amendments to the Bylaws shall be proposed by the Committee on Bylaws, with the approval of the Board of Directors or by petition signed by at least twenty-five members.

Sec. 2. These Bylaws may be amended by a two-thirds vote of the voting members at the annual business meeting, provided the proposed amendments have been published in the official organ of the Association at least one month before the date of voting.

Article XIV.

PARLIAMENTARY AUTHORITY

Sec. 1. The rules of procedure as stated in *Robert's Rules of Order (Revised)*, in the latest edition, shall govern this division in all cases to which they are applicable and in which they are not inconsistent with the Bylaws or special rules of order of the American Library Association.

COVER PICTURE



A view from one of Montreal's beauty spots which should help entice school librarians to the ALA conference this June.

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ONTARIO SCHOOL LIBRARIES

(Continued from Page 20)

courses. A few go to library school. There are also some librarians from other fields of work who qualify themselves by taking summer courses in education.

The practicing school librarians wonder why it is so hard to recruit young people when they themselves are so enthusiastic about their work. This enthusiasm carries them through the daily round and a great deal of extra professional work. When numbers are few, each must carry a greater load. The Department intermediate and senior reading lists are the work of committees of librarians. The present undertaking is "A Basic Book List for Secondary School Libraries". This is almost completed and may be published later this year.

Ontario school librarians have been interested in working with school librarians in other parts of Canada. They were well represented when the Young People's Section of the Canadian Library Association was set up in Montreal in 1950. They have held office and worked on the various committees and workshops of that organization.

They look forward to renewing in Montreal the friendships made at earlier meetings, and to meeting their more numerous American colleagues.

INTERNATIONAL

(Continued from Page 26)

confined myself to those with which AASL and YPS mainly are concerned. I know that there are many other co-operative undertakings which other divisions are carrying out. But even considering these omissions, I think that we can be pleased that AASL and YPS have so many activities in common which will go a long way toward developing good international relationships.

"Riches of enduring interest, as pertinent now as when they were written." N. Y. Herald Tribune

A Horn Book Sampler

Edited by NORMA R. FRYATT

Introduction by
BERTHA MAHONY MILLER

Selections from *The Horn Book Magazine* (1924-48) written by those who played leading parts in the development of children's books and libraries. \$5.00

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District Librarian, Delaware Co., Ohio

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The Golden Age by Harry Behn

Contemporary Art and Children's Book Illustration by Leonard Weisgard

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Extra — *Children's Classics* by Alice Jordan sent with our compliments to new subscribers mentioning this advertisement.

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GROLIER-AMERICANA SCHOLARSHIPS AWARDED

The fourth annual Grolier-Americana Scholarships in School Librarianship have been awarded to the Department of Library, College of Education, Wayne State University, Detroit, Michigan, and the Graduate School of Library Service, Rutgers University, New Brunswick, New Jersey.

The American Association of School Librarians administers the awards which were established in 1956 by the Grolier Society of New York with funds given by The Grolier Foundation. The presentation will be made at the annual meeting of the American Library Association at the Montreal Conference in June.

Two scholarships of \$1,000 each are awarded every year for the professional education of school librarians—one to a graduate library school, the other to a school of library education offering an undergraduate program. The Grolier-Americana Scholarships Award Committee of the American Association of School Librarians selects two schools of library education from those applying on the basis of demonstrated need for scholarships in school librarianship, scope of library education programs for school librarians, and the geographic locations of the institutions. According to the terms of the award, the institutions should be in different parts of the country. Selection of students to receive the scholarships is left to the discretion of the schools. If a school wishes, it may use the \$1,000 for more than one student.

The first Grolier-Americana Scholarships in School Librarianship were awarded in 1957 to the Department of Librarianship, Western Michigan University (undergraduate) and the

School of Library Service, Columbia University (graduate). In 1958 the awards went to the Department of Library Service, College of Education, University of Tennessee (undergraduate) and the School of Librarianship, University of Washington (graduate). In 1959 the Department of Library Science, Montana State College, Bozeman, received the undergraduate award and the Library School, Louisiana State University, Baton Rouge, was given the graduate one.

Chairman of the AASL Grolier-Americana Scholarships Award Committee is Dorothy A. McGinniss, Supervisor of Library Services, Baltimore County, Maryland. Members of the Committee are: Viola James, Director of Library Services, Des Moines, Iowa; Margaret Kalp, Associate Professor, School of Library Science, University of North Carolina, Chapel Hill; Eileen Noonan, Instructor in Library Science, State Teachers College, Cedar Falls, Iowa; Alice L. Robinson, Supervisor, Library and Audio-Visual Services, Board of Education, Frederick County, Maryland.

AURIANNE AWARD

The second Aurianne Award for the best juvenile book on animal life which develops a humane attitude was won by Meindert DeJong for *Along Came a Dog*, published by Harper and Brothers, it was announced by Mrs. Carolyn Field, Coordinator, Work with Children, Free Library of Philadelphia and President of the Children's Services Division of the American Library Association. The books under consideration were those published in 1958.

**SIX NOTABLE
HARPER BOOKS
OF 1959, SELECTED BY
THE NOTABLE BOOKS
COUNCIL OF ALA**

——*

**Jacques Barzun
THE HOUSE OF INTELLECT**

"A wise and witty critique of American culture and values." LC 59-6300. \$5.00

**Peter Fleming
THE SIEGE AT PEKING**

"Dramatic description of the Boxer Rebellion." *Illustrated.* LC 59-10580. \$4.00

**Thomas Griffith
THE WAIST-HIGH CULTURE**

"An evaluation of modern American life with its emphasis on conformity and mediocrity." LC 58-12449. \$4.00

**Margaret Leech
IN THE DAYS OF MCKINLEY**

"Narrates an era of the American past which has implications for the future." *Illustrated.* LC 59-6310. \$7.50

**Charlton Ogburn, Jr.
THE MARAUDERS**

"A moving tribute to the men of the 1944 Burma campaign." *Illustrated.* LC 59-7330. \$4.50

**Santha Rama Rau
MY RUSSIAN JOURNEY**

"Everyday life in Russia as seen by the author, her husband and young son." LC 58-8864. \$4.50

HARPER & BROTHERS, N. Y. 16

The Aurianne Award, made possible by a bequest to ALA from a former New Orleans school librarian, Augustine Aurianne, was established in honor of the donor's father and sister, Pierre and Adele Aurianne. It carries with it a check for \$200.

First made in 1958 for *Dipper of Copper Creek* by Jean and John George published in 1956 by E. P. Dutton Co., it was not given in 1959 since no 1957 book was judged to qualify for the award in subject and excellence of writing.

In reporting the selection of Mr. DeJong's book, Mrs. Helen Renthall, Chairman of the Aurianne Award Committee, librarian of Lincoln and Central Schools, Evanston, Illinois, said:

"*Along Came a Dog* is written with exceptional insight and humor and originality. In its almost classic simplicity, it is more than a suspenseful tale of a little injured red hen and her unexpected protector, of animal life observed with warmth and deep understanding; it is a parable of nature in a broader sense, of birth and death, of relationships between all living creatures who need and depend on one another even when they lack the ability to communicate their need. Mr. DeJong set himself a difficult task in this book and he has succeeded on his own terms: the book is exciting, comic and memorable, one that will give a child a sense of the indomitable in animal life in particular and in nature generally."

Mr. DeJong, who lives in Grand Rapids, Michigan, is the author of a number of notable books, among them *Wheel on the School*, which won the Newbery Award in 1954, *House of Sixty Fathers* and *Hurry Home, Candy*.

Recommendations for the 1961 award for the best qualifying book published in 1959 may be made by anyone who is interested and should be sent to Mattie Ruth Moore, Dallas Independent School District, 3700 Ross, Dallas, Texas.

ALA NEWBERY AND CALDECOTT AWARDS

The recipients of the American Library Association Newbery and Caldecott medals for the most distinguished children's books published in 1959 were announced on March 14, 1960 by Elizabeth Burr, Free Library Commission, Madison, Wisconsin. Miss Burr, chairman of the Newbery Caldecott Awards Committee of the ALA Children's Services Division and Mrs. Carolyn W. Field, Free Library of Philadelphia, President of the Children's Services Division, joined Mr. Frederic Melcher, Chairman of the Board of the R. R. Bowker Company and donor of the two medals, for the announcement from Mr. Melcher's office in New York. Recipients for the 1959 medals are Joseph Krumboltz for *Onion John* and Marie Hall Ets for her illustrations in *Nine Days to Christmas*.

Presentation of the medals will be made to the winners on Tuesday, June 21, at the Children's Book Awards banquet at the Queen Elizabeth Hotel in Montreal during the joint conference of the American Library Association and the Canadian Library Association.

The medals are the highest tribute that can be paid to authors and illustrators of children's books. Ever since the inception the awards have served as an impetus to fine publishing for children. The winners are determined by the Newbery Caldecott Awards Committee of the American Library

Association Children's Services Division following nominations on a mail ballot sent to the nearly 4000 division members. The Committee is made up of both school and public librarians and represents at first hand those who work directly and personally with children and their books.

The John Newbery Medal, presented annually since 1922, is named for one of the first English publishers of books created specifically for children. It is awarded to the author whose book is considered the "most distinguished contribution to American literature for children" published in the United States each year.

The Caldecott Medal, awarded since 1938, is named for Randolph Caldecott, whose gay, humorous picture books depicting English country life as he knew it over a hundred years ago, have such freshness and sparkle that they continue to delight children today. The award honors the artist of the "most distinguished American picture book for children" published annually.

ALA'S TECHNICAL INFORMATION SERVICE FOR LIBRARIANS NOW AVAILABLE

The Library Technology Project of the American Library Association is now furnishing information to librarians on materials, machines, equipment and systems useful in library operations.

The project's staff has gathered a comprehensive collection of equipment and supply catalogs and a library of technical literature. It has made contacts with suppliers, manufacturers, testing laboratories and research and development organiza-

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tions. From these sources, the Library Technology Project is now prepared to assist librarians in answering questions they may have as to what supplies, equipment or systems will best suit their particular needs. LTP will also furnish information on what to buy and where to buy it.

Libraries should send their inquiries to the Library Technology Project at the American Library Association headquarters, 50 East Huron Street, Chicago 11, Illinois. The project's telephone number is DELaware 7-4740.

The Library Technology Project was established on May 1, 1959, by the Council on Library Resources, Inc., to collect and disseminate standards information, develop new or improved equipment and supplies, and provide a technical information service for libraries. Frazer G. Poole is director of the project.

ARCHITECTURAL WORKSHOP NEW SCHOOLS FOR NEW EDUCATION

New Schools for New Education was the title of an architectural workshop conducted by the Department of Architecture in collaboration with the School of Education, University of Michigan, on behalf of Educational Facilities Laboratories, Inc. of the Ford Foundation, October 19-21, 1959.

The director was J. Lloyd Trump, Director of the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School of the National Association of Secondary-School Principals and author of the pamphlet *Images of the Future*. Approximately thirty-five architects and educators were in attendance,

among them two classroom teachers, six high school principals or superintendents and one school librarian, C. Irene Hayner, Associate Professor in the Department of Library Science at the University of Michigan.

Meetings were held from nine in the morning continuously to nine at night including luncheons and dinners. During that time ten outstanding architectural firms from various parts of the country presented plans for schools which they felt met the needs of schools organized according to the "Trump Report". This report urges a shift away from the conventional classroom of a fixed size with a teacher and some thirty odd students, into a new arrangement whereby each student will spend a part of the day in groups of 100-150 or more, for lecture and general discussion. Another part of the time could be spent in small groups of fifteen or more for seminar discussions and the rest of the time in individual private study. In all the plans presented, the library occupied a central and vital position but the library services discussed and expected were far beyond the present conventional school library programs.

The "Trump Report" is likely to have considerable effect upon educational planning during the next several years and every school librarian needs to be familiar with its content and to give some thought to the effect such school organization would have upon library organization, materials and service. Even though few if any secondary schools are ever organized according to all its provisions, the report is bound to have an influence, and it presents a real challenge to librarians.

It is hoped that the proceedings of the workshop will be available in print within the year.

MATERIALS AVAILABLE FROM AASL OFFICE

STATEMENTS

AASL's Philosophy of School Libraries as Instructional Materials Centers.

School Library Bill of Rights.

Library Services Act and School Libraries.

BIBLIOGRAPHIES

Elementary School Libraries.

Instruction in the Use of the Library.

Planning School Library Quarters.

Student Library Assistants.

LEAFLETS AND PAMPHLETS

AASL Membership leaflet—"You Will Want to Belong to the AASL"

"Aids in Selecting Books for Slow Readers"

SEND FOR NEW METHOD
CATALOGS & SUPPLEMENTAL SHEETS

Featuring all popular
JUVENILE TITLES IN
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A sound investment in economy because —

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Cut down your work load by selecting your Juvenile requirements from these Catalogs . . . get on our mailing list today — a postcard will do it.

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"BOUND-TO-STAY-BOUND" PREBOUND BOOKS
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"Let's Do a Little Arithmetic and Figure in the Elementary School Library". Single copies free. Multiple copies sold by the ALA Publishing Dept.

"Library Opportunities in the National Defense Education Act of 1958"

AUTHOR QUOTE ON SCHOOL LIBRARIES

H. A. REY, author-illustrator of *Curious George* and other stories about this mischievous little monkey.

"When I was a school boy in my native city of Hamburg, Germany, we did have a school library alright (it was before the first World War—I hate to realize it was that long ago), but we had to be eleven years old before we were permitted to use it. Use it I did, and still remember some of the books I borrowed (one was about the people of the Stone Age, somewhere in Europe, at the time when the Celts came in and displaced or annihilated the original population whose stone axes were no match for the newly invented bronze swords the Celts carried) — and I remember the little yellow slips I had to fill out to get a book . . . compared with what I have seen in American schools it was a rather crummy little library, in a small dark room. There was no special librarian there, the older boys (no girls at our school) took turns playing librarian. But from the limited assortment we could pick the books we wanted — not those we *had* to read but those we *liked* to read, and that was great.

"American children cannot know how well off they are with their bright libraries at their schools, administered by lovely and knowledgeable librarians. So here's to the school libraries and their staffs—vivant, crescant, florent!"

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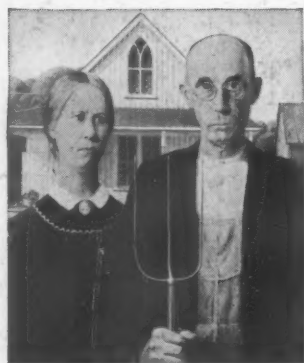
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